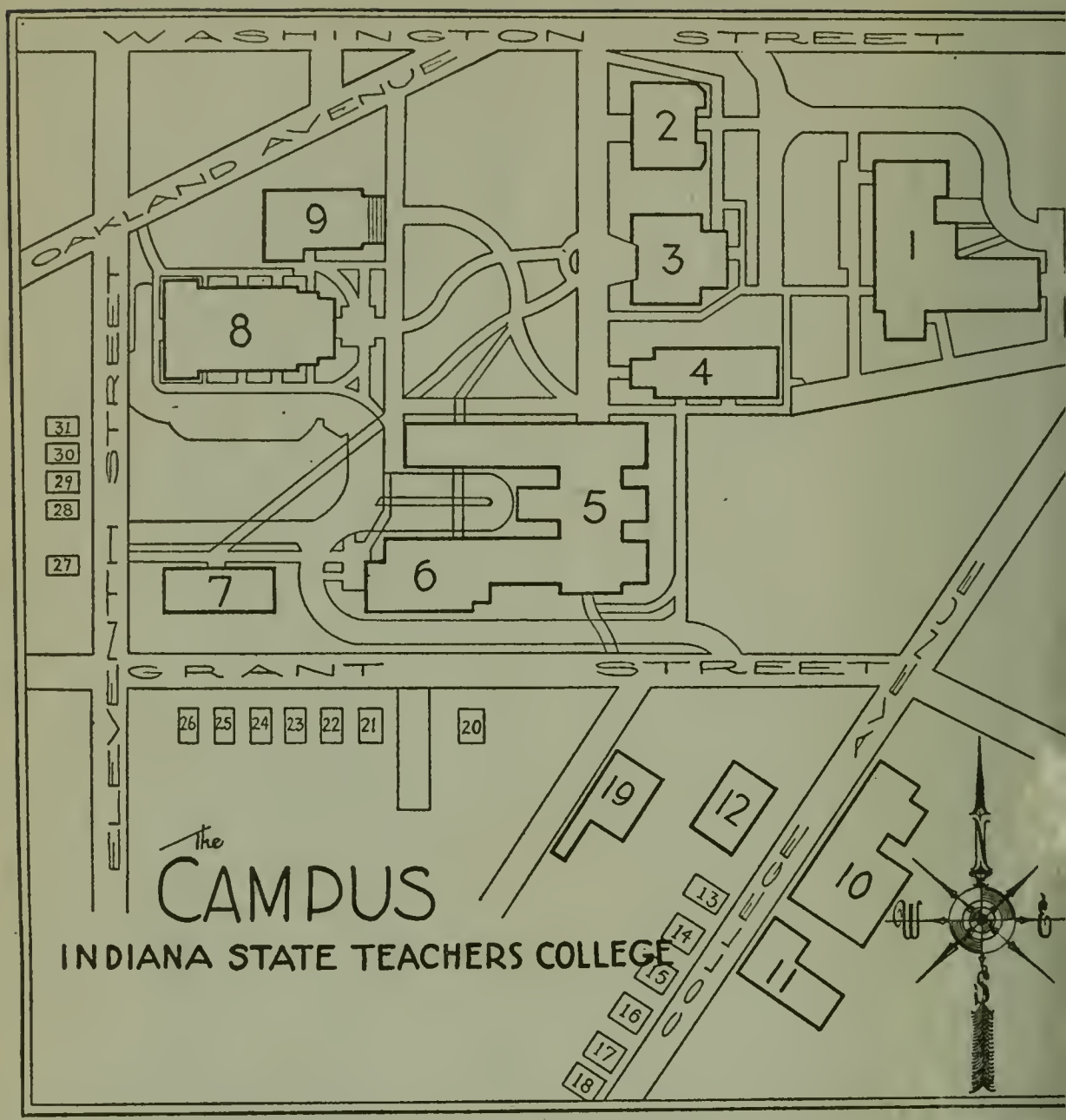
STATE TEACHERS COLLEGE
INDIANA
PENNSYLVANIA

TEACHERS COLLEGE BULLETIN
CATALOGUE NUMBER
1946 — 1947



Key to Buildings

1. Laboratory School
2. Wilson Hall, College Library
3. Leonard Hall
4. Arts Building
5. John Sutton Hall
6. Thomas Sutton Hall
7. Clark Hall
8. Auditorium
9. Gymnasium
10. Power House
11. Shop Building
12. Greenhouse
13. to 18. Men's Cottages
19. Garages
20. Cottage and Team House
21. Hood Cottage
22. Jamison Cottage
23. Activities Cottage
24. Vinton Cottage
25. Kunkle Cottage
26. Brant Cottage
27. Whitmyre Cottage
28. Louise Stanley Home Ma agem House
29. Ellen Richards H ome Managem House
30. Hosac Cottage
31. Lewis Cottage

TEACHERS COLLEGE BULLETIN

VOLUME 52 . FEBRUARY, 1946 NUMBER 1

STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1946-1947

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

VETERANS

●

The State Teachers College at Indiana, Pennsylvania, has been approved to offer its facilities to veterans under Public Law 16 (Vocational and Rehabilitation Act) and Public Law 346 (G.I. Bill of Rights).

You will find the college helpful and stimulating. If you plan to become a teacher, better education cannot be found.

Our Veterans Counselor, Leroy H. Schnell, our advisory system, and the evaluation of your work in the armed service will assist you in returning to civilian life.

COLLEGE CALENDAR

1946-1947

The Pre-Session

Session Begins ---------- Monday, June 3
Session Ends ---------- Friday, June 21

The Six Weeks Session

Registration ---------- Monday, June 24
Classes Begin ---------- Tuesday, June 25
Classes End ---------- Saturday, August 3

The Post Session

Session Begins ---------- Monday, August 5
Session Ends ---------- Friday, August 23

FIRST SEMESTER 1946-1947

Registration (Details will be mailed) ---------- Monday, September 9
Classes Begin ---------- Tuesday, September 10
Thanksgiving Recess Begins at Noon ---------- Wednesday, November 27
Thanksgiving Recess Ends at Noon ---------- Monday, December 2
Christmas Recess Begins at Noon ---------- Wednesday, December 18
Christmas Recess Ends at Noon ---------- Thursday, January 2
First Semester Ends ---------- Saturday, January 18

SECOND SEMESTER 1946-1947

Registration ---------- Wednesday, January 22
Classes Begin ---------- Thursday, January 23
Easter Recess Begins at Noon ---------- Saturday, March 29
Easter Recess Ends at Noon ---------- Wednesday, April 9
Alumni Day ---------- Saturday, May 24
Baccalaureate Services ---------- Sunday, May 25
Commencement ---------- Monday, May 26

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

BUREAU OF TEACHER EDUCATION AND CERTIFICATION

HENRY KLONOWER, *Director*

JOHN K. TRAYER, *Assistant Director*

STANLEY A. WENGERT, *Assistant Director*

STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, FRANCIS B. HAAS

MARCUS AARON	Pittsburgh
W. FLOYD CLINGER	Warren
ELSIE M. HECKMAN	Allentown
DONALD L. HELFFERICH	Collegeville
MILES HORST	Palmyra
ROBERT C. SHAW	Camp Hill
G. MORRIS SMITH	Selinsgrove
HERBERT J. STOCKTON	Johnstown
JOHN L. SULLIVAN	Philadelphia

BOARD OF TRUSTEES

WALLACE C. CHAPMAN, *President*	Indiana
HARRY F. CARSON, *Vice-President*	Saltsburg
CYRUS W. DAVIS, *Secretary*	Conemaugh
JOSEPH B. BELL	Windber
STEELE CLARK	Cherry Tree
MRS. MABEL WALLER MACK	Indiana
JOHN W. NEFF	Indiana
MRS. EDNA BELL PIERCE	Indiana
WILLIAM M. RUDDOCK	Indiana

JOHN ST. CLAIR, *Treasurer of the Board* Indiana

ADMINISTRATIVE ORGANIZATION
OF THE COLLEGE

JOSEPH M. UHLER	*President*
RALPH E. HEIGES	*Dean of Instruction*
JOHN E. DAVIS	*Director of Student Teaching, Laboratory School, and Placement*
W. M. WHITMYRE	*Dean of Men*
FLORENCE B. KIMBALL	*Dean of Women*

WILLIAM SCHUSTER	*Bursar*
MARY L. ESCH	*Registrar*
PAUL J. WOODRING	*Treasurer of Co-operative Association and Manager of the Book Store*

SPEAR J. DAVIS	*Superintendent of Buildings and Grounds*
W. W. EICHER	*Mechanical Director*
OLIVE K. FOLGER	*Dietitian*
BLANCHE DAUGHERTY	*House Director*

CHARLES E. RINK	*Physician*
HAZEL OBER	*Nurse*
MARY AGNES SUTTON	*Nurse*

DIRECTORS OF DIVISIONS

LAVERNE STRONG	*Elementary Education*
JOY MAHACHEK	*Secondary Education*

DIRECTORS OF SPECIAL DEPARTMENTS

ORVAL KIPP	*Art Education*
G. G. HILL	*Business Education*
OPAL T. RHODES	*Home Economics Education*
IRVING CHEYETTE	*Music Education*

HEADS OF DEPARTMENTS

RALPH B. BEARD	*Education*
CARLETON C. JONES	*Acting Head, English and Speech*
EDWARD W. BIEGHLER	*Foreign Languages*
NORAH E. ZINK	*Acting Head, Geography*
GEORGE P. MILLER	*Health Education*
LUCILLE J. LITTLEFIELD	*Acting Head, Library*
JOY MAHACHEK	*Mathematics*
THOMAS SMYTH	*Science*
W. M. WHITMYRE	*Social Studies*

SPECIAL CLINICS

GUY PRATT DAVIS	*Director of Psycho-Education Bureau*
ABIGAIL C. BOARDMAN	*Speech Clinic*

THE FACULTY

JOSEPH M. UHLER — *President*
A.B., A.M., Ed.D., University of Pittsburgh

NELLE WRENN AYRES — *Laboratory School*
A.B., Iowa State Teachers College; A.M., Columbia University

RALPH B. BEARD — *Education*
B.S., Bucknell University; A.M., Columbia University

LOLA A. BEELAR — *Music Education*
B.S., Columbia University; A.M., University of Pittsburgh

ETHEL A. BELDEN — *Social Studies*
B.S., A.M., Columbia University; M.S., Temple University

WILLIS H. BELL — *Science*
B.S., Grove City College; Ph.D., University of Chicago

THOMAS E. BERRY — *English*
A.B., A.M., University of Pennsylvania

EDWARD W. BIEGHLER — *Foreign Languages*
B.A., M.A., University of Oregon; Ph.D., Ohio State University

ABIGAIL C. BOARDMAN — *Speech*
B.L.I., Emerson College; A.B., M.A., Colorado College of Education; Ph.D., University of Wisconsin.

AAGOT M. K. BORGE — *Music Education*
B.M., A.M., University of Wisconsin

RUTH V. BRENNEMAN — *Chemistry*
Ph.B., University of Chicago; A.M., Columbia University

ROBERT W. BURGGRAF — *Music Education*
B.S., Columbia University; M.A., University of Kentucky

HAROLD L. CAMP — *Education*
A.B., Grinnell College; A.M., Cornell University; Ph.D., State University of Iowa

THOMAS SCRIBNER CANNING — *Music Education*
Mus.B., Oberlin Conservatory of Music; Mus.M., Eastman School of Music

CATHERINE C. CARL — *Music Education*
Mus.B., Oberlin Conservatory of Music; A.M., Indiana University

TOBIAS O. CHEW — *Education*
B.S., M.S., Adrian College; A.M., University of Pittsburgh

IRVING CHEYETTE — *Director of Music Education Department*
B.S., A.M., Ed.D., Columbia University

ETHEL COUGHLIN — *Laboratory School*

B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

*CHARLES A. DAVIS — *Music Education*

B.S., State Teachers College, Indiana, Pennsylvania; M.A., New York University

GUY PRATT DAVIS — *Education*

B.S., Columbia University; Ed.M., Ed.D., Harvard University

JOHN E. DAVIS — *Director of Laboratory School*

A.B., Pennsylvania State College; A.M., University of Pittsburgh

*LAWRENCE C. DAVIS — *Geography*

A.B., North Dakota State Teachers College; M.S., University of Chicago

KATHRYN R. DENNISTON — *Home Economics*

B.S., Cornell University; M.S., State College of Washington

BEATTY H. DIMIT — *Chemistry*

B.S., Pennsylvania State College; M.S., University of Michigan; Ph.D., Columbia University

ALBERT E. DRUMHELLER — *Business Education*

B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

MARY A. DUMM — *Coordinator of Nursing Education*

R.N., Washington Hospital School of Nursing; B.S., Duquesne University

LAURA BELLE DUNCAN — *Home Economics*

B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

GLADYS DUNKELBERGER — *Music Education*

B.M., Bethany College, Lindsborg, Kansas; Mus.M., Northwestern University

LENA ELLENBERGER — *Health and Physical Education*

B.S., State Teachers College, Emporia, Kansas; A.M., Columbia University

WILBER EMMERT — *Visual Education*

A.B., Peru State Teachers College; A.M., University of Chicago

ETHEL L. FARRELL — *Business Education*

B.S., Valparaiso University; A.M., University of Chicago

CLINTON M. FILE — *Business Education*

B.S., James Millikin University; A.M., University of Chicago; Ed.D., New York University

ELIZABETH M. FINTER — *Home Economics*

B.S., Miami University; M.A., Columbia University

* On leave to the Armed Forces.

ALMA MUNSON GASSLANDER *Art Education*
Ph.B., Hamline University; A.M., Columbia University

MARIE CORBETT GRAHAM *Laboratory School*
A.B., Michigan State Normal College; A.M., University of Pittsburgh

MARY E. GRUBER *Laboratory School*
B.S., State Teachers College, Shippensburg, Pennsylvania; M.Ed., University of Pittsburgh

HELEN DORCAS HALL *Social Studies, Assistant Dean of Women*
B.A., Allegheny College; M.A., Columbia University; Ph.D., University of Pittsburgh

MALINDA HAMBLEN *Health and Physical Education*
A.B., Cornell University; A.M., New York University

MABEL A. HASTIE *Home Economics*
B.S., Columbia University; M.S. in Ed., Cornell University

LEOLA T. HAYES *Home Economics*
B.S., M.S. in Ed., Temple University

RALPH E. HEIGES *Social Studies, Dean of Instruction*
A.B., Ursinus College; A.M., Ph.D., Columbia University

G. G. HILL *Director of Business Education Department*
A.B., Western Maryland College; M.C.Ed., Susquehanna University; A.M., University of Pittsburgh

*RICHARD C. HITCHCOCK *Physics*
B.S., M.A., Wesleyan University, Middletown, Connecticut; Ed.D., New York University

THOMAS J. HUGHES *Music Education*
B.S., M.A., New York University

MERRILL B. IAMS *Biology*
B.S., Allegheny College; A.M., Columbia University

C. M. JOHNSON *Social Studies*
A.B., Muskingum College; A.M., University of Chicago

CARLETON C. JONES *English*
B.S., Bowling Green State University; A.M., University of Michigan

FLORENCE B. KIMBALL *Dean of Women*
A.B., Hood College; A.M., Columbia University

ORVAL KIPP *Director of Art Department*
A.B., Carnegie Institute of Technology; A.M., Columbia University

IRENE LOY KOUGH *Laboratory School*
B.S., New York University; A.M., Columbia University

* On leave to the Armed Forces.

LUCILLE J. LITTLEFIELD *Acting Librarian*
B.S., Simmons College; M.S., School of Library Service, Columbia University

HELEN MCLEAN *Laboratory School*
B.S., A.M., Columbia University

WALTER E. MCLEISTER *Laboratory School*
A.B., A.M., University of Pittsburgh

E. J. MCLUCKIE *Business Education*
B.S., A.M., University of Pittsburgh; C.P.A. (Pennsylvania)

LOUISE ANDERSON MACDONALD *English*
A.B., Iowa State Teachers College; A.M. University of Iowa

JOY MAHACHEK *Mathematics, Director of Secondary Education Division*
A.B., Iowa State Teachers College; A.M., Columbia University

J. H. MECONNAHEY *English and Speech*
A.B., University of Pennsylvania; A.M., Lafayette College; Ph.D., University of Pennsylvania

HELEN C. MERRIMAN *Home Economics*
B.S., Purdue University; A.M., Columbia University

GEORGE P. MILLER *Health and Physical Education*
B.S., A.M., Columbia University

*RACHEL MOSS *Home Economics*
B.S., University of Tennessee; M.S., Pennsylvania State College

MARY HELENA MULDOWNEY *Music Education*
B.S., A.M., New York University

DOROTHY MURDOCK *Art Education*
B.S., A.M., Columbia University

CARRIE BELLE PARKS NORTON *English*
A.B., Syracuse University; A.M., Columbia University

MILDRED EVELYN OMWAKE *Home Economics*
B.S., George Washington University; M.S., Drexel Institute

KATHRYN O'TOOLE *Laboratory School*
A.B., Iowa State Teachers College; A.M., Columbia University

ETHYL VERNA OXLEY *Home Economics*
A.M., Iowa State Teachers College; A.M., Columbia University

REBA N. PERKINS *English*
A.B., University of Illinois; A.M., Ph.D., University of Pittsburgh

* On leave to the Armed Forces.

ELFA M. PORTER *Laboratory School*
A.B., Iowa State Teachers College; A.M., University of Iowa

PEARL R. REED *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania

LAURA M. REMSBERG *Music Education*
Teacher Certificate in Voice, Peabody Conservatory of Music, Baltimore, Maryland

RALPH WILLIAM REYNOLDS *Art Education*
A.B., Beloit College; A.M., University of Iowa

OPAL T. RHODES *Director of Home Economics Department*
A.B., M.A., University of Illinois; Ed.D., Columbia University

FLORENCE RIDENOUR *Assistant Librarian*
A.B., Ohio Northern University; B.S. in L.S., Carnegie Institute of Technology; A.M., Columbia University

PAUL A. RISHEBERGER *Education*
A.B., Washington and Jefferson College; A.M., University of Pittsburgh

HELEN ROSE *Home Economics*
A.B., A.M., University of Kansas

LEROY H. SCHNELL *Mathematics, Veterans' Counselor*
A.B., Albion College; A.M., University of Michigan

LEWIS H. SHAFFER *Health and Physical Education*
B.S., Ohio University; Ed.M., Pennsylvania State College

DAVID PAUL SMAY *Art Education*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., Columbia University

THOMAS SMYTH *Biology*
B.S., Virginia Polytechnic Institute; A.M., Ph.D., Cornell University

DWIGHT SOLLBERGER *Biology*
B.S., State Teachers College, Slippery Rock, Pennsylvania; Ph.D., Cornell University

MARY ALICE ST. CLAIR *Laboratory School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

LAWRENCE STITT *Music Education*
B.S., A.M., New York University

LAVERNE STRONG, *Director of Elementary Education Division*
A.B., M.A., Indiana State Teachers College, Terre Haute, Indiana

ROBERT W. TIMMONS *Health and Physical Education*
B.S., M.Ed., University of Pittsburgh

FLORENCE WALLACE *Social Studies*
A.B., Wellesley College; A.M., Columbia University

ROBERT FRANKLIN WEBB *Business Education*
B.C.S., Bowling Green Business University; A.B., Bowling Green College of Commerce

W. M. WHITMYRE *Dean of Men, Social Studies*
A.B., Syracuse University; A.M., Harvard University

MARTHA E. ZIMMERMAN *Laboratory School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

NORAH E. ZINK *Geography*
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago

CO-OPERATIVE SUPERVISING TEACHERS

Marjorie S. Arch----------Latrobe
Gertrude Q. Brubaker ----Portage
Laura Buterbaugn---------Indiana
Harry Canfield----------Indiana
Alice Clements----------Indiana
Melinda Fiat----------Barnesboro
Elsie Garlow----------Blairsville
Betty F. Gibson ----------Windber
Frieda Glasser----------Dayton
Marian R. Henderson Baldwin Twp.
Helen Hinchman-------Johnstown
Marguerite Hinchman--Johnstown
Marjorie A. Keller -------Indiana
Virginia T. Kelley -----Blairsville
W. Robert Kline----------Indiana
Mabel Monroe-----Punxsutawney
Edna Pifer---------Punxsutawney
Jean K. Pollock-----Elders Ridge
Katherine Stumbaugh-----Latrobe
Emily Vosburgh ----------Latrobe
Sarah M. Wiley ----------Indiana

THE COLLEGE

GENERAL INFORMATION

REQUIREMENTS

FEES

THE COLLEGE

A TEACHER TRAINING INSTITUTION

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools.

A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools.

A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music.

ACCREDITING AGENCIES

The establishment and maintenance of educational standards have long been fostered by regional and national accrediting associations whose job it is to study and rank all institutions desiring recognition. Any school or college, therefore, which has the approval of one of these accrediting agencies may be assumed to have met certain standards prescribed by the agency and hence to be educationally acceptable within the limits of those standards. The two acknowledged accrediting agencies for institutions in this region are the Middle States Association of Colleges and Secondary Schools and the American Association of Teachers Colleges. The State Teachers College at Indiana is an approved and fully accredited member of both of these organizations.

The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position in any of the secondary schools.

HISTORY

A State Normal School was authorized by act of the General Assembly of 1871. Indiana was favored as the site for this institution and the first building was opened for students May 17, 1875. The original building was named John Sutton Hall, in honor of the first president of the Board of Trustees. A continuous expansion of the physical plant and surroundings has brought a fine campus into existence with all the equipment necessary to carry on a complete college program.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania. A Board of Trustees appointed by the Governor of the Commonwealth is the official agency of control.

LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads.

The Edwards Lakes to Sea, the Blue Ridge, and the Horrell Shortway lines operate buses on frequent schedule to Pittsburgh. Shortway buses also operate between Indiana, Saltsburg, Cherry Tree, and Barnesboro, with passenger service available to all towns along the route. In addition, the Blue Ridge line makes connections east from Blairsville and Johnstown via the Greyhound lines. The Edwards Lakes to Sea line goes north through DuBois, Ridgeway, and other points to Buffalo with some connections on the Greyhound lines. The Harmony line makes connections with Johnstown, Butler, and New Castle. Local bus lines operate between Indiana and Creekside.

Indiana is served by bus connections with the main line of the Pennsylvania Railroad at Torrance and Johnstown. Baggage service only, however, is available in Indiana. The Baltimore & Ohio Railroad makes connections between Indiana and Punxsutawney.

Tickets may be purchased at the College Book Store for the Shortway line, and their buses stop at the College.

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than 500 women students, it contains the administrative offices, post office, co-operative store, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains an excellent laundry and ironing room, a shampoo room, and the Mademoiselle room for the use of women students. The rooms located on this floor in the North Wing have all been remodeled. Here the day students have a library reading room, community rooms and lounges.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall Library was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees. It was completely rebuilt in 1941 and provides ample facilities for the reading and study necessary to the various curricula of the College, as well as an opportunity for students to read widely as their growing interests develop.

The working space of the library is centered on the first floor; the second floor is given over to reading rooms in which the most used books are shelved; on the ground floor are the steel stacks where the remainder of the books are kept.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms, and a cafeteria conducted by the Home Economics Department.

The Gymnasium Building was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a

small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior-high-school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Cottages owned by the College and bordering the campus are occupied principally as dormitories by men and women students. Two of them are used by the Home Economics Department as home management houses. Another, known as the "Activities Cottage," is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

A **Field House** on the athletic field provides accommodations for visiting teams.

GENERAL INFORMATION

NEW STUDENTS

Preliminary. The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with his room reservation deposit of $10.00. This deposit is required in advance for the reservation of a room and is credited on the following semester's contingent fee.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 39.

Freshmen Dormitory and Room Assignments. A section of John Sutton Hall has been designated Freshman Dormitory. After that space is filled, freshmen will be placed as space is available. Rooms and roommates are assigned in order of application and payment of room deposit, unless students make a special request. A very few rooms have running water, for which there is an extra charge of $.50 per week. These rooms are assigned in the order in which requests are made.

Names of roommates will not be released until students arrive. Therefore, students are urged not to plan draperies and furnishings until after arrival so that both roommates may have a part in the planning.

Since the time between terms is very short for getting rooms in readiness for students, residence halls are not open until Registration Day. Students will not be admitted before that time since offices are closed on Sunday and service is at a minimum. The only exceptions to this will be for students who live at too great a distance to arrive in time to register, or for those who have a definite assignment which necessitates their early return and in these cases only by previous arrangement with the Office of the Dean of Women.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains, soap, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College Book Store at a saving to

students. The required costume for men costs about $3.00. The cost for women is a little higher.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about $4.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the college truck will deliver it to the rooming place.

Registration Days. Details concerning registration will be mailed to each student on or about September 1.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

Office Hours. Monday through Friday: 8:00 A. M. to 12:00 Noon; 1:00 P. M. to 5:00 P. M. Saturdays: 8:00 A. M. to 12:00 Noon. Offices not open Saturday afternoons and Sundays.

Library Hours. Monday through Friday: 7:45 A. M. to 5:00 P. M.; 7:00 P. M. to 9:00 P. M. Saturday: 7:45 A. M. to 5:00 P. M. Sunday: 2:30 P. M. to 5:00 P. M.

BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the College. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 35 cents; lunch, 45 cents; dinner, 60 cents.

A charge of 50 cents is made for overnight guests who have been approved by the office of Dean of Women.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted but must be approved by the college electrician. Extension cords and double sockets are not allowed.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Upperclassmen Room Assignments. Up to May 1, those students who have paid the room reservation deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are reassigned to them, unless for some reason it is felt wise or necessary to withdraw students from said room. At a meeting as soon after May 1 as possible, the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in college are assigned to rooms for the following year. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled, and they take their place on the list of entering students.

Infirmary. In a wing of John Sutton Hall is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. No medical service is provided, but physicians are easily available for students requiring medical attention. Thirteen beds are available in two wards, and there are two private rooms where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for emergency hospitalization, for which a fee of $2.00 per day from the first day is charged. The protection of student health both by caring for illnesses early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the infirmary and in the Laboratory School.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to class rating based on scholastic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrolment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall and cottage make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under college jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, if spent outside of Indiana, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students should be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

The overnight guest privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A. M. and 2:00 to 5:30 P. M. At all other times, guests are received in reception rooms on the first floor. Buildings are closed to guests at 10:00 P. M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families who are not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Commuting students may arrange to stay overnight in the dormitory occasionally to participate in school events at the rate of 50 cents per night, if space is available

SCHOLARSHIPS, LOANS, AND SELF-HELP

State Scholarships. Holders of State Scholarships may attend state teachers colleges and use the scholarship award toward meeting their expenses.

Clark Scholarship. The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree Indiana County, in memory of their son. The sum of one hundred dollars will be awarded annually to that young man, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and financial need with preference going to service men or sons of service men.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris. Camp Lee, Virginia in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated

worthiness in terms of character, personality, leadership, and American citizenship.

Kappa Delta Pi Scholarship. The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the Sophomore class who is judged to be the ideal college student. This award of twenty five dollars is made each semester by a committee of the local chapter and is awarded on the basis of character, scholarship, and evidences of leadership.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of the faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The fund now totals about $16,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation that not more than $100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed $200.00.

Men's Varsity "I" Club. This group, composed of all boys who have won a varsity "I", has built up a loan fund of several hundred dollars for those members who need financial assistance temporarily.

Student Employment Bureau. Through this office, deserving students may secure part-time work which enables them to earn money which will help them to carry on their education at Indiana. Also a few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester teachers report to the advisers the students who are doing poor work in their classes.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student. Reports of students' grades are not sent to parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts regarding their grades. If they have not reached this stage of maturity

and integrity, they would seem to lack qualities highly desirable in prospective teachers.

COMMENCEMENT EXERCISES

One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

ALUMNI

Number. Since its founding, Indiana has graduated approximately 13,000 students from its various curricula. Approximately 3,000 degrees have been granted since the school became a college in 1927. The support of these alumni has been an important factor in the consistent growth of the College.

Alumni Association. Indiana has a strong Alumni Association. Organized units are active in all sections of Pennsylvania. There are also units in New York, Michigan, Ohio, and New Jersey. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the school through membership in an active local unit.

Of interest to all alumni is the publication of the Alumni Directory in August, 1940, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting various kinds of data relative to alumni groups. An Alumni Office is prepared to give information relative to the various activities of the alumni.

PLACEMENT SERVICE

The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Coordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and cooperation, the College sponsors a variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. The Student Council cooperates with the administration in the consideration of school problems which pertain to scholarship, school life, community relationships, and professional development. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Cooperative Association. The student activity fee paid by each student is used to finance the Student Cooperative Association. The activities of this organization include the sponsoring of musical presentations, lectures, entertainments, and intra-mural and inter-collegiate athletics. During the past year the program included The Pittsburgh Symphony; Percy Grainger, pianist; Anne Brown, soprano; the Fox Hole Ballet; Emery Darcy, tenor; and other numbers. Each student receives a copy of the college annual, "The Oak", and the college newspaper, "The Indiana Penn." The College Book Store, under the management of this association, sells supplies and books to students. Under the sponsorship of the Student Cooperative Association all-college dances and parties are held each Saturday evening. These dances entail no expense to the student. In addition to these Saturday events, students may dance for an hour after dinner on Mondays and Wednesdays. At each of these dances students and faculty act as hosts and hostesses.

The finances of the Student Cooperative Association are administered by the Finance Committee composed of both students and faculty.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all the men students, cooperates with the administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. In an effort to promote observance of Sunday, an evening vesper service is held, in which students are invited to participate. They are urged to attend the churches

of their choice on Sunday and to be present at the weekly convocation at which a part of the time is given over to non-sectarian devotional activities. Four Sunday evenings each year the College and the churches of the community combine in bringing to Indiana outstanding ministers.

Through the Y.W.C.A. and the Y.M.C.A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. As far as war conditions will permit, exchange programs with other colleges, attendance at regional conferences and the Kanesatake summer convocations, and membership in the World Student Christian Movement provide opportunities for studying state, national, and world religious problems. In addition to these activities, many groups of students affiliate with the various churches in the community, thereby participating in the religious and social life of others of their own belief. Another opportunity for religious participation is given in a special non-sectarian Spiritual Life Program which extends over several days. Speakers and counselors from different denominations speak at convocations during this week and aid students in individual and group conferences.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department. The College Annual, "The Oak," is under the direction of this department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. In the spring of each year a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students in Retail Selling practice in arranging displays.

The Elementary Education Division sponsors a branch of the Association of Childhood Education. All students of the division become members of this national organization which has for its purpose, "to gather and disseminate knowledge of the movement for the education of young children; to bring into active cooperation all childhood education interests, including parent education; to promote the progressive type of education in nursery school, kindergarten and primary grades, and to raise the standard of the professional training for teachers and leaders in this field." A well-rounded professional and social program aids the students in the development of the ideals of the Association.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading; and the Indiana Penn, a weekly newspaper.

The Geography Department sponsors the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field; and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the college who are interested in music. These groups are the Music Club, Junior Choir, College Choir, Concert Band, Marching Band, Men's Glee Club, College Symphony Orchestra, and Women's Chorus.

The Physical Education Department during the last several years has enlarged its sports club program. At present, those students especially interested in a particular sport may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club, and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program, and to foster recreation and good fellowship; and the Women's Varsity "I" Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

The Science Department sponsors the Biology Club which attempts to stimulate professional interest among the students through association with each other in special problems, and to afford students an opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; the Out-of-Doors Club teaches students to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Division of Secondary Education has a club to stimulate interest in the academic fields of the high school.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum,

open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. All of these honorary fraternities are subject to the control of the Honorary Fraternity Council.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Six national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, and Delta Sigma Epsilon. Only students who have completed sixteen semester hours of work with a "C" average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. A Pre-Session of three weeks will open on Monday, June 3 and close on Friday, June 21. The regular Summer Session for 1946 will open on Monday, June 24 and close on Saturday, August 3. A Post-Session of three weeks will open on Monday, August 5, and close on Friday, August 23. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours credit in both the Pre-Session and the Post-Session.

Send for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday campus and extension classes are offered for those who are now teaching and wish to continue their education during the regular school year. The contingent fee is $6.00 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing fulltime teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for a certain course at any given place, a communication should be sent to the Dean of Instruction.

REQUIREMENTS

ADMISSION

CHECK LIST OF STEPS FOR ADMISSION

_____File Application and Personnel Record
_____File Preliminary Medical and Physical Examination
_____Pay $10 Advance Deposit Fee (boarding students indicate room preference)
_____File Certificate of High School Graduation
_____Have personal interview
_____Take Aptitude Test* (if in lower half of high school class)
_____Transfer students must file a transcript of work taken elsewhere including a statement of honorable dismissal.
_____Notification of acceptance by Registrar.

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

General Scholarship
Character and Personality
Health and Physical Vigor
English Fundamentals and Psychological Tests
A Personal Interview

Candidates for admission must be citizens of the United States and must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.
2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:
   a. They are recommended by their high school principal as being able to do creditable college work;
   b. Appraisal of the detailed high school record indicates to admission authorities of the College that the candidate can do satisfactory college work;
   c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.* Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

* Students who are required to take this examination will be notified by the Registrar upon the receipt of their high school transcripts. Entrance tests will be held at the college at 10:30 A. M. on the following Thursdays: May 23, June 20, July 25, and August 29. Within ten days these persons will be notified of the test results and the action taken.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.

2. Applicants may be rejected for the following reasons:

   a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid.
   b. Defective vision of marked degree.
   c. Permanently impaired hearing.
   d. Marked speech defects.
   e. Unsightly deformities.
   f. Marked obesity.

3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests, is expected. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:

   a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.

   b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

2. The interview will be conducted at the College. Wednesday and Thursday afternoons 1:30 to 4:00 have been reserved as appropriate times for interviews. Specific information regarding interviews may be secured at any time by writing to the Registrar.

ADVANCED STANDING

The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Any other student must take the tests or submit his test records with his

transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College.

The technical requirement of Junior Standing can be attained only after attendance at Indiana for one semester.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation, a student must have secured as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this college.

Junior Standing. Formal admission to Junior Standing is a requisite for continuing the program in teacher education. This marks the time when the professional work is intensified. Fourth semester students will make application for admission to Junior Standing, for which they are required to meet the following qualifications:

1. The scholastic record must be "C" average or better for the first two years' work.
2. A "C" average must be attained in English courses or a satisfactory score made on the Sophomore English Test.
3. Adequate background as measured by the Sophomore Tests (December or March) in English, General Culture, and Contemporary Affairs must be shown. Students who rank low in all three tests will be required to take an additional three hour course, and to repeat the Sophomore Tests.
4. A personality that is satisfactory for a teacher must be in evidence. Reports of six or seven members of the faculty form the basis for evaluating this factor.
5. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.

6. The voice must be pleasing and free from objectionable qualities.
7. A well balanced record of extra-curricular activities must have been developed.
8. The student shall meet the specific requirements of his curriculum and the courses prescribed for the first two years.

Students who fail to meet the above requirements will be given one semester plus summer sessions to make them up. Students who fail to clear their deficiencies at the time of their second application will be denied further professional training leading to certification, until the deficiency is made up.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curricula for further details.

TWO-YEAR AND THREE-YEAR GRADUATES SEEKING A DEGREE

Former graduates of a two-or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above "D" or the equivalent.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificate. Students holding this Certificate will note particularly that work for the renewal of the State Standard Limited Certificate must be approved toward a degree in the elementary field. This renewal work should be taken in the college from which the student expects to secure his degree. If taken at another college, approval of the courses must be secured in advance from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the State. If a student as an undergraduate has not had work in History of the United States and Pennsylvania, then it must be included in the six hours.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definnitely organized for the preparation of elementary-school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
*Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking seven or fewer semester hours—whether in regular, Saturday campus, or extension classes—pay at the rate of $6.00 per semester hour. Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is $6.00 per semester hour. A minimum contingent fee of $18.00 is charged.

Contingent Fee for Three-Weeks Pre- and Post-Sessions. The contingent fee for the Pre- and Post-Sessions is $6.00 per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enroled in the special curricula will pay the following additional contingent fees:

	Summer Session	Pre-Session	Post-Session
Art	$ 6.00	$3.00	$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

* This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Special Fees for Music Students" on Page 37.

HOUSING FEE

The housing fee for students is $72.00 per one-half semester, $48.00 for the Summer Session, and $24.00 for the pre- and post-sessions. This includes room, meals, and limited laundry. For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for a Summer Session.

STUDENT ACTIVITY FEE

An activity fee is collected from all regular students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $10.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is $2.50, and for the Pre- or Post-Summer Sessions, $1.25. No activity fee is charged for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $192.00 per year. Out-of-state students enroled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is $6.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students who are admitted to the infirmary board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records. This fee shall be waived in case of requests for transcripts to be used in connection with induction, enlistment, or advancement in the armed services.

Delinquent Accounts. No student shall be enroled, graduated, or receive a transcript of his records until all previous charges have been paid.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made through the Department of Revenue, on application by the student through the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees ---------- June 3
Payment in full of all regular Summer Session fees ---------- June 24
Payment in full of all Post-Session fees ---------- August 5
Payment for the first half of first semester ---------- September 9-11
Payment for the second half of first semester ---------- November 11-14
Payment for first half of second semester ---------- January 20-22
Payment for second half of second semester ---------- March 23-28

Payment for the entire semester may be made in September and January if desired.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enrol for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and to the Business Office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietition or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

THE DIVISION OF
ELEMENTARY EDUCATION

THE DIVISION OF
SECONDARY EDUCATION

DIVISION OF ELEMENTARY EDUCATION

LAVERNE STRONG, *Director of Division*

The elementary education curriculum is planned to prepare students to teach in the kindergarten-primary, intermediate, and rural schools. Upon the completion of the work of this curriculum, the student will receive the degree of Bachelor of Science in Elementary Education, and a College Provisional Certificate.

Persons with degrees in other fields may be certificated in elementary education upon completion of thirty or more semester hours work in this field, including six semester hours of student teaching in the elementary field.

Opportunities in Elementary Education. There is an urgent demand for competent teachers for the elementary schools. The opportunity to serve your country through teaching was never so great. The field of elementary education offers many excellent opportunities to capable high-school graduates. The state legislature has established a desirable minimum salary and made provision for several increments.

The new Laboratory School offers to elementary students excellent opportunities for observation, demonstration, and student teaching in the kindergarten and elementary grades. Placement opportunities have been unusually good for students with degrees for a number of years and at present the demand exceeds the number of teachers available.

Students who complete the basic elementary four-year curriculum, including 12 semester hours of electives, offered at the college at which the degree is to be conferred, will receive elementary certification.

Students desiring to specialize in Early Childhood Education are required to take the course entitled "Early Childhood Education," and to do their student teaching in grades below the fourth. Students desiring to specialize in Intermediate Education must take the course, "Teaching of American History and Government," and do their student teaching in the intermediate grades.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 36-39).

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health and Physical Education II	3	1
Appreciation of Art	3	2
	20	16

THIRD SEMESTER

	Clock Hours	Semester Hours
English Literature	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
American Literature	3	3
Educational Psychology	3	3
Principles of Sociology or Principles of Economics	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Health and Physical Education V	3	1
Electives	2	2
	22	16

SIXTH SEMESTER

	Clock Hours	Semester Hours
History of Pennsylvania	2	2
Teaching of English	4	3
*Music II	3	2
*Art II	3	2
Health and Physical Education VI	3	1
U. S. History since 1865	3	3
Electives	3	3
	21	16

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story-Telling	3	3
Evolution of the American Public School	2	2
Ethics	3	3
American Government	3	3
	19	17

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials and Adaptation	4	3
	22	15

* Students enroled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit; otherwise they will be required to take a preliminary course in the subject without credit.

DIRECTORY OF DESCRIPTIONS OF REQUIRED COURSES FOR THE ELEMENTARY CURRICULUM

	Description on Page
ART	
Appreciation of Art	96
Art I	96
Art II	97
EDUCATION AND STUDENT TEACHING	
Place and Purpose of Education in the Social Order	50
General Psychology	50
Educational Psychology	50
Teaching of Reading	52
School Law	50
Educational Measurements	51
Visual Education	51
Children's Literature and Story-Telling	52
Evolution of the American Public Schools	51
Ethics	51
Student Teaching	51
Curriculum Materials	51
ENGLISH	
English Literature	56
American Literature	56
Fundamentals of Speech	60
English I	56
English II	56
Teaching of English	52
GEOGRAPHY	
Principles of Geography	66
Economic Geography	66
HEALTH EDUCATION	
Health Education I and II	69
Health Education III and IV	70
Health Education V and VI	70
MATHEMATICS	
Curriculum in Arithmetic	75
MUSIC	
Appreciation of Music	133
Music I	133
Music II	133
SCIENCE	
Biological Science I and II	76
Physical Science I and II	79
Curriculum in Elementary Science	77
SOCIAL STUDIES	
History of Civilization	84
Principles of Economics or Principles of Sociology	84-85
United States History Before 1865	86
United States History since 1865	87
History of Pennsylvania	87
American Government	84

DIRECTORY OF DESCRIPTIONS OF ELECTIVE COURSES RECOMMENDED FOR THE ELEMENTARY CURRICULUM

Child Adjustment	53
Child Psychology	53
Conservation of Natural Resources	68
Diagnostic and Remedial Instruction in Reading	53
Early Childhood Education	53
Education for Family Living	118
Education of Exceptional Children	53
Geography of the Pacific Realm	67
Geography of the United States and Canada	67
Handicrafts	97
Industrial Arts	97
Mental Hygiene	54
Practicum in Psychological Clinic	54
Safety Education	71
Teaching of American History and Government	87
Teaching of Arithmetic	75
Typewriting I	104

DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, *Director of Division*

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of Bachelor of Science in Education and the Provisional College Certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school. Besides completing the courses listed under "Curriculum in Secondary Education," a student in that curriculum must meet the certification requirements in two fields, in one of which he must have at least 24 semester hours, and in the other at least 18 semester hours. He may choose his two fields from the following: aeronautics, English, French, geography, mathematics, science, social studies, Spanish, and speech; and fit the necessary courses into his program as electives.

Permanent certification is secured upon the completion of three years of successful teaching and the completion of six semester hours of approved work.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 36-39).

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health and Physical Education II	3	1
History of Civilization	4	4
Appreciation of Art	3	2
	20	16

THIRD SEMESTER

	Clock Hours	Semester Hours
English Literature	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
American Literature	3	3
Principles of Sociology or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government	3	3
School Law	1	1
Educational Measurements	2	2
Health and Physical Education V	3	1
Electives	10	10
	19	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Health and Physical Education VI	3	1
Problems of Secondary Education	2	2
History of U. S. including History of Pennsylvania	3	3
Electives	10	10
	18	16

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Evolution of the American Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	17	16

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD ARE INDICATED BELOW:

AERONAUTICS EDUCATION

	Clock Hours	Semester Hours
Recommended:		
Aviation Mathematics	3	3
Aircraft Communications and Regulations	3	3
General Service and Structure of Aircraft, Including Gliders and Model Airplanes	3	3
Aerial Navigation	3	3
Meteorology	3	3
Aerodynamics and Theory of Flight	3	3
		18
Electives:		
Aircraft Engines—Types, Operation and Servicing	6	3
History and Identification of Aircraft	3	3
Climatology	3	3
Commercial Air Transportation	3	3
Flight Experience (evidenced by private pilot's license or equivalent)	3	3
		15

BIOLOGY

Recommended:	**12 sem. hrs.**	
Botany I and II	10	6
Zoology I and II	10	6

Chemistry I and II are required instead of Physical Science I and II.

Electives:	**12 sem. hrs.**	
Anatomy (comparative)	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3
Conservation of Plant and Animal Resources	5	3

CHEMISTRY

Recommended:	**18 sem. hrs.**	
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry	6	4

Physics I and II are required instead of Physical Science I and II. Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	**6 sem. hrs.**	
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition	5	3
Photography	5	3
Colloidal Chemistry	4	3

ENGLISH

Required:	**12 sem. hrs.**	
English Composition	7	6
English and American Literature	6	6

Recommended:	**6 sem. hrs.**	
English Philology	3	3
Advanced Composition	3	3

Electives:	**6 sem. hrs.**	
Shakespeare	3	3
World Literature	3	3
Modern Novel	3	3
Romantic Literature	3	3
Victorian Prose and Poetry	3	3
Essay	3	3
Short Story	3	3
Eighteenth Century Literature	3	3
Pre-Shakespearian Literature	2	2
Contemporary Poetry	3	3
Modern Drama	3	3
Journalism	3	3
American Poetry	3	3
Nineteenth Century Novel	3	3

FRENCH

Recommended:	18 sem. hrs.	
French I and II	6	6
French III and IV	6	6
French V: Nineteenth Century	3	3
French VI: Nineteenth Century	3	3

GENERAL SCIENCE

Recommended: 30 sem. hrs.

Chemistry (one course)
Physics (one course)
Botany (one course)
Zoology (one course)
Earth Science (one course)
Mathematics (one course)
Other courses from these fields to make a total of 30 semester hours.

GEOGRAPHY

Required:	6 sem. hrs.	
Principles of Geography	3	3
Economic Geography	3	3

Recommended:	12 sem. hrs.	
Geography of the United States and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Electives:	6 sem. hrs.	
Geography of Australasia and Africa	3	3
Commercial and Industrial Geography	3	3
Meteorology	3	3
Conservation of Natural Resources	3	3
Field Courses (to be approved)	3 to	6
Geographic Influences in American History	3	3
Geography of Pennsylvania	3	3
Physiography	3	3
Trade and Transportation	3	3
Geography of Asia	3	3
Climatology and Meteorology	3	3
Techniques and Materials in Modern Geography	3	3

MATHEMATICS

Recommended:	18 sem. hrs.	
College Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Differential Calculus	3	3
Integral Calculus	3	3
Statistics	3	3

Electives:	6 sem. hrs.	
Applied Mathematics	3	3
Advanced College Algebra	3	3
History of Mathematics	3	3
Tchg. of Jr.-Sr. High School Mathematics	3	3
Synthetic Geometry	3	3
Spherical Trigonometry and Navigation	3	3

PHYSICS

Recommended:	15 sem. hrs.	
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

Chemistry I and II are required instead of Physical Science I and II.
Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	9 sem. hrs.	
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

SOCIAL STUDIES

Required:	13 sem. hrs.	
History of Civilization	4	4
Principles of Sociology	3	3
Principles of Economics	3	3
American Government	3	3
History of United States including History of Pennsylvania	3	3

Electives:	sem. hrs.	
Comparative Government	3	3
Constitutional History and Law	3	3
Contemporary Economic Problems	3	3
Contemporary European History	3	3
Ethics	3	3
European History	6	6
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	2	2
History of Latin America	3	3
History of Pennsylvania	2	2
Industrial Relations	2	2
Introduction to Philosophy	3	3
Municipal Government	3	3
Rural Sociology	3	3
Renaissance and Reformation	3	3
Social and Industrial History of the United States	3	3
Social Problems	3	3
United States History	6	6

SPANISH

Recommended:	**18 sem. hrs.**	
Elementary Spanish	6	6
Intermediate Spanish	6	6
Spanish V: Introduction to Spanish Literature.	3	3
Spanish VI: Spanish Conversation	3	3

SPEECH

Required:	**8 sem. hrs.**	
Fundamentals of Speech (not counted towards certification)	3	3
Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2

Electives:	**10 sem. hrs.**	
Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

EDUCATION

RALPH B. BEARD, *Head of Department*

HAROLD L. CAMP — GUY PRATT DAVIS
TOBIAS O. CHEW — PAUL A. RISHEBERGER
LAVERNE STRONG

The Education Department, through its courses, furnishes the groundwork for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory and Demonstration School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory and Demonstration School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

*CORE COURSES

Place and Purpose of Education in the Social Order **3 cr.**

The purpose of this course is to give students an overview of the aims, organization, and procedures in education—in brief, to provide an organized view of the whole field of education. The opportunities and requirements in the several fields of educational service are presented. In addition, orientation helps are given in methods of studying effectively.

General Psychology **3 cr.**

This course, a prerequisite to all other psychology courses, is a preview of the scientific study of the activities of the human organism in relation to the environment. It introduces the student to the aims and methods of psychology and the specialized vocabulary of the subject as well as the general principles involved.

Educational Psychology **3 cr.**

This course involves a study of the educational aspects of psychology, dealing with conditions that condition individual development and formulating principles of procedures to be utilized in the pattern of teaching and learning. It stresses the development of behavior and adjustment, the principles of learning, the use of intelligence tests and methods of appraisal, the principles of guidance, and individual adjustment including mental hygiene. Prerequisite: General Psychology.

School Law **1 cr.**

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania school system. The laws con-

*Courses required in the Elementary and Secondary Education Curricula.

cerning health, attendance, tuition, textbooks, supplies, school discipline, certification, contracts, and salaries will be considered. State, county, and district organization for education in Pennsylvania is studied.

Educational Measurements 2 cr.

This course is designed to acquaint students with (1) the elementary statistical techniques used in measurements; (2) the construction and use of different types of objective tests; and (3) the standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation.

Visual Education 1 cr.

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids are stressed.

Evolution of the American Public School 2 cr.

This course presents a study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements. Special attention is given to the development of the Pennsylvania system and its present organization.

Ethics 3 cr.

The purpose of this course is to aid prospective teachers in the formulation of concepts of high standards of conduct in relation to all phases of life. Brief consideration is given to the historical development of ethics after which careful thought is given to numerous phases: individual, social, political, economic, and professional conduct. Special emphasis is given to the ethics involved in the teaching profession.

Curriculum Materials: Selection and Adaptation 3 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching 12 cr.

Each student is required to teach full time for one semester. The teaching is done in the Laboratory School, and in the cooperating public

schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. A student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation.

See page 34 for eligibility requirements.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

Children's Literature and Story-Telling **3 cr.**

This course has two objectives: (1) to give to the student a wide acquaintance with children's books and to enable her to choose such books and stories wisely; (2) to develop in the prospective teacher an awareness of children's interests in books and to acquire the ability to tell a story acceptably.

Teaching of English **3 cr.**

This course covers teaching of composition in the elementary grades. Contact with the Laboratory and Demonstration School provides abundant opportunity for observation of principles in action under expert guidance. Students eligible for this course must have met the English requirements for Junior Standing.

Teaching of Reading **3 cr.**

This course includes a study of the psychology of learning as related to the teaching of reading, as well as a survey of the research, systems of reading, and measurements of reading at each grade level. Many observations are made in the Laboratory School. Students eligible for this course must have met the English requirements for Junior Standing.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education **2 cr.**

This is a basic course in Secondary Education, and involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. The course includes problems in organization, administration, curricula, classroom management, extra-class activities and other major areas in Secondary Education.

ELECTIVE EDUCATION COURSES

Adolescent Psychology **3 cr.**

This course is a study of the adolescent child as revealed by researches of his emotions, personality integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene. The changeable unpredictive adolescent becomes here the normal child to be more intelligently guided by the understanding teacher. Prerequisite: General Psychology.

Child Adjustment (Elementary) 3 cr.

This course includes the following units of study: the psychological bases of behavior and adjustment; individual guidance and personality adjustment; and child adjustment as concerns school functions and personnel, community, and home relations. Prerequisites: General Psychology; Educational Psychology.

Child Psychology (Elementary) 3 cr.

This course purposes to study the child as a maturing and behaving organism. It involves a consideration of the origins of child behavior and the emergent reaction patterns; a mastery of those facts and principles which will aid in an interpretation of such behavior; and an application of the principles of learning to the child's educative process. Prerequisite: General Psychology.

Education of Exceptional Children 3 cr.

This course is designed toward an interpretation of those school children who deviate from the accepted norm of development and adjustment, and who need special consideration as a result of such deviation. It includes a consideration of the following areas: child development and individual differences; children with varying degrees of ability; the physically handicapped; and children with organic disabilities. Prerequisites: General Psychology; Educational Psychology.

Diagnostic and Remedial Instruction in Reading 3 cr.

The fundamental objectives of this course are to enable the classroom teacher to diagnose reading disabilities and to apply proper corrective procedures. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Basic principles, materials, and organization for remedial instruction are considered. Prerequisites: The Teaching of Reading, Educational Measurements.

Reading Problems of Intermediate, Junior, and Senior High School Students 3 cr.

This course takes up the problems met in reading history, science, geography, English, mathematics, and all content fields. Specific aid is given in the development of readiness for reading, vocabulary development, rates of comprehension, study techniques, and the basic reading skills.

Early Childhood Education 3 cr.

This course aims to develop knowledge and appreciation of child development and to show how educational methods have advanced in recognizing the importance of environment, experiences, interests and abilities. The activities of the early grades will be considered as they function in meeting the needs of the child.

Guidance **2 cr.**

This course presents the need for and the nature of guidance in the secondary school, together with the concepts, kinds, and methods of guidance. The use of tests in guidance is demonstrated by a battery of tests administered to members of the class. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields; in personal, social and civic development; and in recreational and health habits. The three-fold function of the course aims at guidance, education for competence, and placement. Prerequisite: Educational Measurements (offered Summer, 1946).

Mental Hygiene **3 cr.**

This course endeavors to develop a background for the study of human conduct and an understanding of the foundations of human behavior, together with an application of the emergent principles to the life of the everyday person. It is designed especially for students in art, business, home economics, and secondary education. Prerequisites: General Psychology; Educational Psychology.

Special Education 3 cr.

The purpose of this course is to gain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles for their instruction and rehabilitation. Prerequisites: General Psychology; Educational Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The purpose of the Psycho-Educational Bureau is to aid the public and private schools of the service area, the College Laboratory and Demonstration School, and the students of the College in the diagnosis and prognosis of difficulties, in the follow-up programs of testing, and in the setting-up of remedial measures. It is specifically concerned with individual and group intelligence testing, the measurement of educational achievement, discernment of special abilities and disabilities, testing the sensory functions, the determination of levels of adjustment and the diagnosis of personality integration, diagnosis and remedial treatment of speech problems, and guidance and counseling of college students.

A special function of this Bureau is to aid college students who are below standard in their reading ability. This is done through individual instruction.

Practicum in Psychological Clinic **Variable Credit**

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting tests; personality inventories; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and interest inventories. Prerequisites: General Psychology, Educational Measurements.

ENGLISH AND SPEECH

CARLETON C. JONES, *Acting Head of Department*

THOMAS E. BERRY
ABIGAIL C. BOARDMAN
LOUISE ANDERSON MACDONALD
JOSEPH H. MECONNAHEY
CARRIE BELLE PARKS NORTON
REBA NILES PERKINS

The English Department serves two functions: First, through its core courses, required of all students, the Department aims at the improvement of English usage throughout the College. Second, for a select group of students who demonstrate marked interest and competence, the Department undertakes to give the specialized training needed for the teaching of English and Speech in the secondary schools.

Because of the need of good English by teachers of all subjects, candidates for Junior Standing are required to reach a satisfactory standard for both oral and written expression. (See page 33). At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters. Speech difficulties are also checked on. A speech test is given to all entering freshmen, and wherever noticeable defects or limitations are revealed, an appropriate remedial program is arranged for the individual according to his needs.

A student may elect to specialize in either English or Speech; perhaps even in both. (Indeed, a student electing either one as his first field of specialization is strongly urged to elect the other as his second field.) Certification in either area requires 24 semester hours credit if the student offers it as his first field of specialization, and 18 semester hours credit if he offers it as his second field. However, these are only minimum requirements. Students seeking really adequate preparation for teaching should plan to take as many additional hours of electives as possible. Furthermore, many universities require at least 30 hours of undergraduate work in any given field as a prerequisite to study for advanced degrees.

A few students in other departments, or even in divisions other than secondary, may also, by judicious selection of electives and careful utilization of time, arrange their programs so as to add English or Speech to their certificates.

COMPOSITION AND LITERATURE

CORE COURSES

The courses described below are required of all students in all curricula, except that Art, Business Education, and Home Economics students are obliged to take only one course in literature; usually this is American Literature. A few exceptional students are also granted ex-

emptions from English II by special examination and permitted to pursue a more advanced course. The courses are listed in the order in which they should be taken.

English I 3 cr.

Although primarily an introductory course in written composition, this course also seeks to improve reading habits, interests, and skills. Library instruction, dictionary study, and the writing of brief investigative papers are likewise included. First semester, freshman year.

American Literature 3 cr.

The aim of this course is to help students read the literature of their own country with greater understanding and appreciation. The materials studied are the works of major American authors, with special emphasis on contemporary writing which reflects and interprets American life and thought. Wide free reading is fostered. Second semester, freshman year.

English Literature 3 cr.

The materials of this course are selected largely from the work of outstanding British authors; present-day writing is given chief emphasis. As in the case of American Literature, this course aims principally at the improvement of literary appreciation and understanding. Again, wide free reading is fostered. First semester, sophomore year.

English II 3 cr.

This course is essentially a continuation of English I, but given in the middle of the student's college career in an effort to improve and fix his writing skills at a time when they are most needed for his other college work and his continuing preparation for teaching. The writing of the research paper is emphasized. Second semester, sophomore year.

COURSES RECOMMENDED FOR SPECIALIZATION IN ENGLISH

In addition to the core courses, students desiring to make English their first field of specialization (24 hours) should elect all of the four courses described below. Students desiring to make English only a second field of specialization (18 hours) should elect either English Philology or Advanced Composition and one of the courses under Recent Trends. The Department will rarely recommend for certification anyone who does not have credit for these courses. Permission to enrol must be obtained from the Department Head, and will be granted only to those students who have already made a good record in the core courses.

English Philology 3 cr.

Aimed at giving students an understanding of the technicalities of modern English grammar and usage, this course includes the following topics: brief history of the language; levels of usage; present-day syntax; word origins, pronunciation, and spelling; and technical nomenclature. First semester, each year.

Advanced Composition 3 cr.

Primarily for students specializing in English, this course seeks to develop creative ability as well as to perfect writing style. Much free compositon is attempted in such literary types as the short story, the magazine article, the personal essay, and the one-act play, with incidental attention to the possibilities of publication. Second semester, each year.

Recent Trends in the Teaching of English 2 or 3 cr.

Designed to acquaint students with modern principles in the teaching of high-school composition, this course treats such subjects as the sources of composition materials, grammar necessary to good usage, factual and imaginative writing, evaluation in English, and lesson and unit planning. Observation in Laboratory School. First semester, each year.

Recent Trends in the Teaching of Literature 2 or 3 cr.

This course explores modern principles in the teaching of high-school literature. Particular attention is given to the selection of suitable reading materials, extensive and intensive reading practices, lesson and unit planning, and tests of literary appreciation and knowledge. Observation in Laboratory School. Second semester, each year.

ELECTIVES: LITERATURE COURSES*

Although offered primarily to meet the needs of students who are preparing to become teachers of literature, the courses described below are open to all other students of the College as free electives. Permission to enrol must be obtained from the Department Head. Pre-requisites are normally assumed to be the core courses; however, obviously competent students are permitted to register for some of these electives even before the core courses have been completed. Indeed, freshmen who know that they are going to specialize in English are urged to take at least a two-credit elective as a means of completing their class programs. The order in which the courses are listed is approximately the order in which they should be taken.

Short Story 2 or 3 cr.

This course aims to study the short story as the newest and most popular of modern literary types. Outstanding works of the best American, British and Continental authors are included. Incidental attention is given to the utilization of similar materials in the junior and senior high school literature program. First semester 1947-48.

* In addition to the literature electives described here, five other courses are occasionally offered upon demand of a sufficient number of students. These courses are American Poetry (3 cr.), Eighteenth Century Literature (3 cr.), Essay (3 cr.), Nineteenth Century Novel (3 cr.), and Pre-Shakespearean Literature (2 cr.).

Modern Novel 3 cr.

Through the rapid reading of many novels and the detailed reading of a few, this course seeks to provide a sound basis for the criticism and interpretation of contemporary literature. American and British works are studied chiefly, but a number of well-translated foreign novels are also included. Second semester, 1947-48.

Modern Drama 3 cr.

The reading of important modern American, British, and European dramas—from Ibsen to the present—constitutes the basis of this course. Attention is also given to the historical development of dramatic literature, production, and criticism. First semester, 1946-47.

Contemporary Poetry 2 or 3 cr.

This course includes the best work of such contemporary American and British poets as Eliot, Frost, Hardy, Housman, Jeffers, Lindsay, MacLeish, Masefield, Millay, Sandburg, Teasdale, and Yeats; and of the older poets, Walt Whitman and Emily Dickinson, because they also reflect the modern spirit. Second semester, 1946-47.

Shakespeare 3 cr.

A careful analysis of the major plays, a rapid reading of many others, and a brief historical survey of the Elizabethan Age comprise the principal work of this course. First semester, 1947-48.

Romantic Literature 3 cr.

The chief poetic works of Wordsworth, Coleridge, Shelley, Keats, Byron and Scott—read with special reference to the social and philosophic problems of the period—constitute the principal materials of this course. The critical work of Hazlitt, Hunt, and DeQuincey is also examined briefly. Second semester, 1947-48.

Victorian Poetry and Prose 3 cr.

In this course the Victorian era is studied as a separate literary and sociological entity. The work of Arnold, Browning, Carlyle, Huxley, Newman, Ruskin, and Tennyson is emphasized. Appreciation and criticism of the period are fostered, and its social implications studied with reference to present-day problems. First semester, 1946-47.

World Literature 3 cr.

Extensive reading of foreign literature in translation, chosen from Oriental, European, and South American countries, forms the basis of this course. There is a loose grouping of materials by nationalities so as to make possible a study of common problems, temperaments, and literary characteristics. Second semester, 1946-47.

ELECTIVES: COMPOSITION COURSES*

The courses described below are open to students throughout the College as free electives. Permission to enrol must be obtained from the Department Head.

Advanced Composition 3 cr.

See page 57 for course description.

Journalism 2 or 3 cr.

This course covers the writing of the news story, the column, the feature story, and the editorial. Such principal features of the newspaper as makeup and editorial policy are also studied. An attempt is made to correlate class work with that of campus publications, as well as to prepare students to be faculty advisers of school publications. First and second semester, each year.

ELECTIVES IN SPEECH AND DRAMA OPEN TO ENGLISH MAJORS

Three courses described under the Speech and Drama curriculum may be elected by students who are making English their first field of specialization (24 hours); these courses may be counted toward graduation in this area. They are:

Radio in Education I 2 cr.

See page 62 for course description.

Radio in Education II 2 cr.

See page 62 for course description.

Play Production 2 cr.

See page 60 for course description.

SPEECH

To satisfy a growing demand for teachers of speech and dramatics in the public schools, the College is now authorized to offer a complete speech curriculum. Students desiring certification in this area may elect speech either as a first field of specialization, which requires 24 semester hours credit, or as a second field of specialization, which requires 18 semester hours credit. Specialization in Speech at this college will also provide the basic courses for certification in Speech Correction. Certain additional courses must be taken elsewhere.

Students who are not interested in securing certification, but who wish simply to prepare themselves more adequately for handling the

* In addition to the composition electives described here, two other courses are occasionally offered as composition electives; they are Short Story (3 cr.) and Essay (3 cr.).

language problems incident to all teaching, may, with the consent of the instructor, register for certain courses just as free electives. However, by carefully utilizing their elective opportunities, students in almost all curricula will find it possible to add Speech to their certificate and thus be prepared to teach Speech and coach speech activities in their own schools.

The courses in speech are designed to develop the student's powers of oral expression and communication, to present a rich culture in speech arts and science, and to aid in vocational preparation. About half of the courses offered are technical courses aimed at preparing students to deal expertly with problems of speech improvement and correction; the other half are courses in which the art aspects of speech are emphasized.

In addition to formal courses, a speech clinic assists in remedying speech difficulties of those who fail the qualifying speech test upon entrance to college. Students whom this test reveals to have serious speech defects may be refused admittance to college (see page 31); others with less serious defects may not attain Junior Standing until they have remedied their deficiencies (see page 33).

COURSES REQUIRED OF ALL FRESHMEN

Fundamentals of Speech **3 cr.**

The chief purposes of this course are to develop self-confidence and ability in the composition and delivery of informal talks, and to enable the student to use speech as an effective instrument of social communication. This course may not be counted in the 18-hour minimum required for certification. Each semester.

COURSES REQUIRED FOR CERTIFICATION IN SPEECH

Interpretative Reading **2 cr.**

Technique and spirit conducive to intelligent interpretation of literature are stressed in this course. The mono-drama, lecture recital, interpretation of classic and modern drama, book review, and adaptation and presentation of prose and poetry are included. Artistry in platform deportment, voice emphasis, phrasing, and program construction are primary objectives. First semester.

Play Production **2 cr.**

Workshop activity in the production of plays affords each student opportunities in acting, casting, rehearsal techniques, and directing. Included are make-up, scenery and lighting, and materials for school dramatics. This course may be counted toward graduation in English by students who are making English their first field of specialization. First semester.

Phonetics 2 cr.

This course is designed to familiarize students with the speech organs and their functions, thereby establishing the basis for good diction. A working knowledge of the International Phonetic Alphabet symbols, which is basic to the solution of problems arising in language and oral reading in the elementary and secondary schools, is aimed at. First semester.

Speech Problems 2 cr.

The aim of this course is twofold: to correct and improve the voices of prospective teachers and to provide materials, methods, and techniques for improving the speech of their pupils. Prerequisites: Phonetics or Voice and Diction, and consent of the instructor. Second semester.

ELECTIVES: COURSES IN SPEECH SCIENCE

Voice and Diction 2 cr.

This course embraces a study of the physiology, physics, and hygiene of the voice, voice production, and other factors bearing on the use of the voice in the classroom. Recordings acquaint the student with his individual speech problems and serve as a gauge for improvement.

Psychology of Speech 3 cr.

This course aims to interpret the psychological aspects of speech in relation to the learning process; to investigate the origins and development of personality and the relations of personality deviations to speech; and to gain an understanding of the psychology of speaker-audience relationships.

Speech Pathology 3 cr.

Theories of organic and functional disorders of speech arising from physiogenic and psychogenic causes are studied; differential diagnoses are made. Prerequisites: Phonetics or Voice and Diction, and Mental Hygiene or Psychology of Speech.

Speech Clinic I (Therapy) 2 cr.

A comparative study of the most modern methods of correcting all types of speech disorders is made; and practice is given in handling clinical instruments, techniques of diagnosis, writing case histories, and observing actual cases. Prerequisites: Voice and Diction or Phonetics, Psychology of Speech or Mental Hygiene, and Pathology.

Speech Clinic II (Practicum) 2 cr.

This is an observation and practice course applying the theories studied in Pathology and Speech Clinic I. Opportunity is given each student to work with cases under the supervision of the instructor. Prerequisite: Speech Clinic I.

ELECTIVES: COURSES IN SPEECH ARTS

Radio in Education I 2 cr.

This course, designed to present the techniques of radio performance, gives practice in all the basic skills of radio acting, announcing, producing, and directing. Credit in this course may be counted toward graduation in either Speech or English when these are first fields of specialization.

Radio in Education II 2 cr.

Students assume leadership in organization, creation, synchronization, and interpretation necessary to studiocraft and broadcasting. Practical experience is obtained through regular broadcasts over Station WDAD, Indiana. Prerequisite: Radio I or equivalent. See Radio I for credit allowable.

Creative Dramatics 2 cr.

The chief aim of this course is to further the creative dramatic impulse. It provides prospective teachers or directors of dramatics in schools, summer camps, etc., with an understanding of the problems involved in the selection and production of suitable material for assembly programs, dramatic clubs, and classroom activities.

Costuming and Make-up 2 cr.

A historical study of costume as a theatrical adjunct is made, together with a consideration of style, texture, color, textiles, and proportion as suited to dramatic moods and stage illusion. The art of make-up is considered in detail, and practical application is made for straight and character types.

Stagecraft and Scenic Design 2 cr.

Students engage in the design and construction of settings and properties for at least two major plays. Principles of design are presented in lectures. (See also Theatre Arts, page 93).

Community Dramatics and Pageantry 2 cr.

Students produce pageants and folk plays in this course, and study the problems involved in developing dramatic activities in rural and small communities.

Argumentation and Debate 2 cr.

After a careful consideration of the theory and techniques that underlie debating, students are required to present argumentative speeches and to take part in debates. Special stress is placed on briefing, forms of reasoning, the classification of arguments, and parliamentary procedure.

FOREIGN LANGUAGES

EDWARD W. BIEGHLER, *Head of Department*

The objectives of the Department of Foreign Languages are two-fold: the preparation of teachers in the various language fields; and the presentation of those languages and the cultures they represent to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to insure an accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher.

A student offering a language as the first field of specialization must have a minimum of 24 hours in that language—18 hours as listed under recommended courses, and six hours chosen from electives. A student offering a language as a second field of specialization must have a minimum of 18 hours of credit. If possible, a language specialist should have at least the elementary work in a related language. Further courses will be offered as occasion demands.

SPANISH

COURSES RECOMMENDED FOR SPECIALIZATION IN SPANISH

Spanish I and II: Elementary Spanish — 3 cr. each

Spanish III and IV: Intermediate Spanish — 3 cr. each

This lower division sequence I-IV covers the essentials of the language and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern Spanish. Reading material is chosen, in part, on a basis of social content; it affords an introductory survey of Hispanic history and civilization. There are additional collateral readings in English. Literary readings from 1850 to the present time will be chosen on a basis of interest and pedagogical merit.

Students who present one year of high-school Spanish should take Spanish II; those who present two years of high-school Spanish should take Spanish III.

Spanish V: Introduction to Spanish Literature 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain and Hispanic America, with particular stress on the literature of the Golden Age.

Spanish VI: Spanish Conversation 3 cr. or 6 cr.

This course is designed to advance the student in the basic practical mechanics of the language. Material is drawn largely from nineteenth century Spanish literature and the course constitutes an elementary survey of the literary and social history of that period.

ELECTIVE COURSES

Spanish VII: Advanced Spanish Conversation 3 cr.

This course is designed to give the student greater facility in understanding, speaking, and writing the Spanish of today. The content is based entirely on recent history, customs, and manners of the Hispanic regions. Special attention is given to current periodical literature.

Spanish VIII: Commercial Spanish 3 cr.

This is a course designed to present a basic technical and commercial vocabulary and the commonplaces of commercial usage and correspondence. The factual content stresses Latin America.

Spanish IX and X: Spanish American Literature 3 cr.

This is a survey of nineteenth century and contemporary literary and social trends. This course is best taken in conjunction with Latin American History, or the Geography of Latin America.

Spanish XI and XII: Contemporary Spanish Drama 3 cr.

This is a general view of recent dramatic trends in Spain and Hispanic America. Plays chosen for reading will interpret characteristic modes of thought, and customs and manners of the various Hispanic countries.

FRENCH

COURSES RECOMMENDED FOR SPECIALIZATION IN FRENCH

French I and II (Beginning French) 3 cr. each

French III and IV (Elementary College French) 3 cr. each

The objectives and methods of these course sequences parallel those of Spanish I-IV.

French V and VI: Nineteenth Century and Contemporary French Prose and Poetry 3 cr. each

This sequence aims to present a coherent survey of the literary history of the nineteenth century with due consideration of the social factors and events underlying it.

ELECTIVE COURSES

French VII: Outline Course in French Literature 3 cr.

This course offers a survey of the main currents of the general literary history of France, with emphasis on the seventeenth and eighteenth centuries. The eighteenth century social philosophers are studied with specific reference to subsequent social trends.

French VIII: The French Novel 3 cr.

This is a rapid survey of the development of the novel in France from its origins to the present time, with particular emphasis on the recent novel as a reflection on the contemporary and near-contemporary scene.

GEOGRAPHY

NORAH E. ZINK, *Acting Head of Department*

The geography department at Indiana functions principally in the Elementary, Secondary, and Business Education Divisions. For primary and intermediate students, geography is planned and presented to give the fundamentals needed to present to young children the understandings of peoples so necessary for peace and progress. In the secondary field, it provides specialists in geography with the knowledge, skill, and ability to present geographic education on the secondary level. Principles of Geography and Economic Geography are basic courses for further study in geography. World Problems in Geography, Geography of United States and Canada, Geography of Latin America, Geography of Europe, Conservation of Natural Resources, and Geography of Pacific Realm may be taken by either secondary or elementary students. Graduates in Elementary Education may register for any of the above courses for Permanent Certification. Electives are Cartography, Climatology, Commercial Air Transportation, Commercial and Industrial Geography, Field Geography, Meteorology, Geography of Pennsylvania, Physiography, Techniques and Materials in Modern Geography, Trade and Transportation, and World Problems in Geography. Economic Geography I and II are courses offered for Business Education students. See Business Education for descriptions of these courses.

Twenty-four hours of work are required for the first field of specialization in geography, and 18 hours when geography is offered as a second field of specialization.

*CORE COURSES

Principles of Geography 3 cr.

This is an introductory course which develops an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisite: Principles of Geography.

The core courses are required as prerequisites for all other courses in geography, except by special arrangement.

*Courses required in the Elementary and Secondary Education curricula.

COURSES RECOMMENDED FOR SPECIALIZATION IN GEOGRAPHY

Geography of the United States and Canada 3 cr.

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the interrelationships between these sections and other parts of the world.

Geography of Latin America 3 cr.

This course is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe 3 cr.

In this course an analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of European countries in world affairs.

Geography of the Pacific Realm 3 cr.

This course comprises an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific. Attention is given to the importance of strategically located islands and emphasis is placed on the study of China, India, Japan, and the Soviet Union.

ELECTIVES RECOMMENDED FOR ELEMENTARY STUDENTS

Geography of the United States and Canada 3 cr.

Geography of the Pacific Realm 3 cr.

ELECTIVES

Cartography 3 cr.

This course is of especial interest to Secondary Education students. It seeks to develop the global concepts of geography, to air-condition teachers, to show them how to understand and use different types of maps and to help them develop the power to visualize the interrelationships of lands.

Commercial Air Transportation 3 cr.

Questions of vital importance in the development of commercial aviation in the future, such as: policies concerning the freedom of the air, governmental agreements, subsidies, control and use of air bases, the importance of the North, and world air routes are considered in this course. This work may be used as an elective in Aeronautics Education.

Meteorology 3 cr.

This course is a systematic study of climatic phenomena. It includes a study of the United States Weather Bureau and its work. Elementary weather forecasting is done by the group. Experience is given in secur-

ing, organizing, and interpreting climatological materials. This is one of the courses recommended in the Aeronautics Education Curriculum.

Geography of Pennsylvania 3 cr.

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources.

Techniques and Materials in Modern Geography 3 cr.

This course is an intensive study of modern techniques in the teaching of geography, geographic materials, and current curricula in geography.

World Problems in Geography 3 cr.

This course considers some of the world problems which need a geographic background for understanding and solving them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, the making of peace and similar topics.

COURSES NOT OFFERED IN 1946-1947

Climatology 3 cr.

Conservation of Natural Resources 3 cr.

Commercial and Industrial Geography 3 cr.

Field Course in Geography 3 cr.

Physiography 3 cr.

Reconnaissance Field Studies in Geography 3 cr.

Trade and Transportation 3 cr.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, *Head of Department*

LENA ELLENBERGER
MALINDA HAMBLEN
LEWIS SHAFFER
ROBERT W. TIMMONS

The curricula use the term Health Education to include both the activity work and the personal and community hygiene instruction prescribed for freshmen. The first-year courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

All students are expected to meet a swimming test. Those who are unable to meet this requirement after attempting to do so for three semesters will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health Education (including Physical Education and Hygiene) in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Opportunities for participation in worthwhile leisure time activities and attainment of skills in those of value for adult use.

REQUIRED HEALTH AND PHYSICAL EDUCATION COURSES

Health and Physical Education I 1 cr.

The purpose of this course is to incorporate the theory of health with the practice of it. The course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, (3) problems of personal health and personal hygiene, and (4) physical fitness exercises including calisthenics; seasonal sports, swimming, military tactics, marching, and physical ability tests are included in this phase of the course.

Health and Physical Education II 1 cr.

This course logically follows Health Education I. Follow-up work in hygiene is continued, and physical defects that were not corrected in the first semester receive attention. The major emphasis, however,

is placed on home, school, and community aspects of health. The physical fitness exercises are continued in the second semester with the emphasis put on winter and spring seasonal activities.

Health and Physical Education III 1 cr.

The Standard Course of the American Red Cross First Aid will be taught. This course requires 18 hours of first aid. First aid certificates will be awarded upon the successful completion of the course. The rest of the time allotted for this course will be devoted to physical education activities.

Health and Physical Education IV 1 cr.

The Advanced Course of the American Red Cross First Aid will be taught. This course requires 12 hours of advanced first aid. The advanced certificate in American Red Cross will be awarded upon the successful completion of this course. Students passing this course are eligible to enrol in the Instructor's Course. The successful completion of the Instructor's Course permits the holder of the Instructor's certificate to conduct classes in First Aid. Safety education and other health problems will be taught in this semester. About two-thirds of the time allotted for this course will be devoted to physical education activities.

Health and Physical Education V 1 cr.

This course is devoted to the teaching of health and physical education activities. In it is considered: the influence of the teacher; a detailed study of the child, his physical capacity, interests and needs at various age levels; the aspects of healthful school living and health service. In physical education a study is made of the specific techniques of teaching various activities with observation and practice in teaching each type. Stress throughout is upon individual differences.

Health and Physical Education VI 1 cr.

This is a continuation of Health Education V, taking up in both hygiene and physical education a study of the State curricula and the construction of units and lessons for various types of periods and situations. Investigation is made of possible sources of aid and materials and of tests and measurements in both fields. A considerable portion of the time is spent on teaching entire lessons.

All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

ELECTIVES IN HEALTH AND PHYSICAL EDUCATION

First Aid 2 cr.

The college course includes the Red Cross Standard Course which requires 18 hours of work and the Red Cross Advanced Course which

requires 12 hours of work. Red Cross certificates will be awarded upon the successful completion of each course. The student is eligible to enrol in the Instuctor's Course after completing the First Aid Course. The successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

Safety Education 2 cr.

The Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety. Special emphasis is given to the study of school safety, with methods of organizing a school safety program.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, rifle, badminton, tennis, ping pong, boxing, wrestling, swimming, horseshoes, track, cross-country running, basketball, volleyball, football (six-man and touch), hand ball, baseball, softball, speedball, soccer, and out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, boxing, riflery and swimming.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

Riflery. Many of the students have learned the fundamentals of using a rifle under the expert tutelage of a member of the American Rifle Association.

Natural Dancing. Natural Dancing is a means of self expression. It is based on such free natural movements as walking, skipping, running, leaping, etc. It expresses in bodily movements the ideas and emotions which come from within. The technic of Natural Dancing is along the line of natural movements with the purpose of developing a greater freedom, a better poise and control—in a word, to make the body a better instrument of expression.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

FACILITIES AVAILABLE FOR PHYSICAL EDUCATION

Gymnasium. The College Gymnasium houses three basketball courts, two handball courts, one 50-foot rifle range, and a beautiful indoor swimming pool. It is well equipped with many pieces of apparatus, a golf driving net, wrestling mats, boxing rings and many other sets of game equipment.

Playing Fields. The college has three large playing fields which provide space for football, outdoor basketball, field hockey, soccer, archery, golf, track, and other activities.

Tennis Courts. The college has six tennis courts for its students. Tennis is a popular sport among the students and many students select this game for their recreational pastime.

Golf. Indiana is fortunate in having a good golf course only a couple of miles out of town. The college has made special arrangements with the Old Fort Country Club to use its course at a nominal fee. Golf clubs are provided by the college Physical Education Department. Classes in golf are taught in the Physical Education Department and individual instruction at reduced prices is given at the Country Club.

Field House. At the present time the field house is large enough to provide dressing quarters for visiting football and track teams.

College Lodge. The College Lodge has one hundred acres of rolling wooded hills with ample room for tobogganing, skiing, softball, a golf driving range, and archery golf course. Several outdoor fireplaces and shelters have been erected in convenient spots to afford ample room for picnics and outing parties.

MATHEMATICS

JOY MAHACHEK, *Head of Department*

LEROY H. SCHNELL

A student offering mathematics as his first field of specialization must have a minimum of 24 semester hours in mathematics, 18 hours as listed under recommended courses, and six hours as chosen from the electives. A student offering mathematics as his second field of specialization must take 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with Algebra I in the second semester of the freshman year.

A student not choosing to specialize in mathematics may take as many of the courses as he desires, either to improve his general education or to prepare himself for technical work in other fields.

COURSES RECOMMENDED FOR SPECIALIZATION IN MATHEMATICS

College Algebra 3 cr.

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms; simple determinants, and permutations and combinations.

Trigonometry 3 cr.

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences; it includes indirect measurement through the solution of triangles and trigonometric analysis. Prerequisite: College Algebra.

Analytic Geometry 3 cr.

The major topics considered are cartesian co-ordinates; properties of the straight line, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: Algebra I and Trigonometry.

Differential Calculus 3 cr.

This course includes functions, limits, rules and general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: College Algebra, Trigonometry and Analytic Geometry.

Integral Calculus 3 cr.

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration formulas, methods of integration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics 3 cr.

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics 3 cr.

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytic Geometry.

Advanced College Algebra 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

Applied Mathematics 3 cr.

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than previously made.

Teaching of Mathematics in the Secondary School 3 cr.

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy,

current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

Spherical Trigonometry and Navigation 3 cr.

This course includes the solution of right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

Not offered in 1946-47.

COURSES FOR ELEMENTARY CURRICULUM

Curriculum in Arithmetic 2 cr.

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worth-while researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic 3 cr.

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory and Demonstration School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

THOMAS SMYTH, *Head of Department*

WILLIS H. BELL — WILBER EMMERT
RUTH V. BRENNEMAN — MERRILL B. IAMS
BEATTY DIMIT — DWIGHT E. SOLLBERGER

Laboratory work is carried on in several laboratories for biology, chemistry, and physics. Additional space provides a physical science laboratory and a larger organic chemistry laboratory. Attention should be called to the greenhouse laboratory for biology classes and two propagation wings where several hundred students are allocated space for required work. Also there has been developed a small adjacent area as an arboretum, supplementing the main campus where nearly all species of trees native to Pennsylvania are found. Use is also made of the White's Woods area and the hundred-acre College Lodge tract for field work.

Specialization is offered in the fields of biology, chemistry, general science and physics. For lists of courses required in each field see pages 47-48.

BIOLOGICAL SCIENCE

*CORE COURSES

Biological Science I and II 6 cr.

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics, and evolution. Field trips emphasizing identification of biological forms are required. Two hours lecture; two hours laboratory per week.

Use is made of the greenhouse laboratory for applied working with plants.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD 3 cr.

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course.

It is a condensation of the full-year course. Two hours lecture; two hours laboratory per week.

*Courses required in the Elementary Curriculum.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science 3 cr.

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field. It requires participation in activities such as nature games, bird hikes; making of bird boxes, leaf prints and casts, nature trails; keeping of pets; and plant propagation with individual bench space in the greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Botany I and II 6 cr.

This course is designed to give students specializing in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of the structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. Two hours lecture; three hours laboratory per week.

General Zoology I and II 6 cr.

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in phylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. During the first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. Two hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting

and identifying of representative forms from western Pennsylvania. Summer only. Two hours lecture; three hours laboratory per week.

Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture; three hours laboratory per week.

Conservation of Plant and Animal Resources 3 cr.

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. Two hours lecture; three hours laboratory per week.

Systematic Vertebrate Zoology 3 cr.

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. (Birds are not included. See Ornithology.) Considerable practice is given in the identification of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. Two hours lecture; three hours laboratory per week.

Vertebrate Anatomy 3 cr.

This course is devoted to a study of the structure of the fish, amphibian and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology. Prerequisite: Zoology II. Three two-hour laboratory periods per week.

General Ornithology 3 cr.

This course presents an introduction to bird study. It includes discussions based on the biology of birds, laboratory work and study concerned with the skins, and field observations. It acquaints the student with the common birds of western Pennsylvania. Early morning field trips are taken in late spring. Field glasses are desirable. Second semester and summer. Two hours lecture; three hours laboratory per week.

Genetics 3 cr.

This course deals with the evidence and facts of biological inheritance with particular reference to those phenomena of interest to the teacher. Mendelian inheritance, linkage, sex inheritance, mutations, eugenics, and evolution are a few of the topics studied. Two hours lecture; three hours laboratory per week.

Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Two hours lecture; three hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES

*CORE COURSES

Physical Science I and II 6 cr.

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. Two hours lecture; two hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Physical Science SD 3 cr.

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN PHYSICAL SCIENCE

Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture; three hours laboratory per week.

Physics I and II 8 cr.

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. Three hours lecture; three hours laboratory per week.

*Courses required in the Elementary and Secondary Education Curricula.

ELECTIVES FOR SPECIALIZATION IN PHYSICAL SCIENCE

CHEMISTRY

Qualitative Analysis 3 cr.

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture; six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Qualitative Analysis, Semi-Micro 3 cr.

A study of the theoretical principles and practices underlying analytical chemistry. The semi-micro-technique is employed in procedures stressing the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture with six hours laboratory per week. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. One hour lecture; six hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations 3 cr.

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisites: Inorganic Chemistry I and II.

Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management 3 cr.

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, and the setting up of apparatus for class demonstration purposes. Prerequisite: at least 14 semester hours of chemistry.

Colloid Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

PHYSICS

Physics III (Modern Physics) 3 cr.

Included in this course are the major developments in physics since 1895; X-rays, electronics and the modern conception of matter and energy. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

Physics IV (Mechanics) 3 cr.

This course is an introduction to more advanced topics in general mechanics. It is of special value for students majoring in mathematics. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 cr.

Alternating current theory is stressed in this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VI (Optics) 3 cr.

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VII (Physical Laboratory) 3 cr.

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstration are discussed. Prerequisites: Physics I and II.

Physics VIII (Radio and Television) 3 cr.

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Inorganic Chemistry I-H 4 cr.

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and six hours laboratory per week.

Organic Chemistry H 2 cr.

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. One hour lecture; three hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H 2 cr.

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. One hour lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry H.

Physiology H 3 cr.

This course is planned particularly for home economics students. The physiology and related anatomy of the human body constitute most of the

subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. Two hours lecture; three hours laboratory per week. First and second semesters.

Bacteriology 3 cr.

This course is primarily for home economics and biology students. It is a general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. Two hours lecture; three hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology 3 cr.

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. Two hours lecture; two hours laboratory per week.

Descriptive Astronomy 2 cr.

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with the forces and phenomena of our universe. It is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

SOCIAL STUDIES

W. M. WHITMYRE, *Head of Department*

ETHEL A. BELDEN — RALPH E. HEIGES
HELEN DORCAS HALL — C. M. JOHNSON
FLORENCE WALLACE

A student specializing in social studies must have a minimum of 24 semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student offering social studies as a second area of specialization must have as a minimum 18 hours of required work. Every candidate for certification in social studies must have at least nine hours in the social sciences.

All candidates for graduation must have a course in History of the United States including History of Pennsylvania.

*CORE COURSES

HISTORY

History of Civilization 4 cr.

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government 3 cr.

This course includes a study of the basic principles of American government, the constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics 3 cr.

In this course a preliminary analysis is made of the major principles underlying the workings of our economic system—principles that are utilized daily by entrepreneurs, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

* Courses required in the Elementary and Secondary Education Curricula.

Principles of Sociology 3 cr.

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions, the class structure of society, collective behavior, social processes, social control, social problems, laws of social evolution, relation between society and the individual.

COURSES RECOMMENDED FOR SPECIALIZATION IN SOCIAL STUDIES

HISTORY

Modern European History 3 cr.

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the World War I, and the peace settlements.

History of the United States I (Including History of Pennsylvania) 3 cr.

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States 3 cr.

This course is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES

HISTORY

Early European History 3 cr.

This course undertakes a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

History of England 3 cr.

Not offered in 1946-1947.

Europe Since World War I 3 cr.

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which, in light of current happenings, seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism, and Naziism, the changing British Empire, the Rome-Berlin Axis, China, Japan, World War II, and peace problems of today.

The Frontier in American History 3 cr.

Not offered in 1946-1947.

Latin-American History 3 cr.

This course undertakes a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES

Comparative Government 3 cr.

Not offered in 1946-1947.

Economics II 3 cr.

Not offered in 1946-1947.

Constitutional History and Law 3 cr.

Not offered in 1946-1947.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

United States History Before 1865 (Including History of Pennsylvania) 3 cr.

This course covers the period of United States history to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It

traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865 3 cr.

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania 2 cr.

This course surveys the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the State in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS, GRADES 4, 5, AND 6

Teaching of American History and Government 3 cr.

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

SPECIAL DEPARTMENTS

ART EDUCATION

BUSINESS EDUCATION

HOME ECONOMICS EDUCATION

MUSIC EDUCATION

ART DEPARTMENT

ORVAL KIPP, *Director of Department*

ALMA MUNSON GASSLANDER
DOROTHY MURDOCK
RALPH WILLIAM REYNOLDS
D. PAUL SMAY

The Art Department of the State Teachers College, Indiana, Pennsylvania, presents a curriculum leading to the degree of Bachelor of Science in Art Education. Graduates of this curriculum receive from the State Department of Public Instruction the College Provisional Certificate which permits them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

The art curriculum provides opportunity for the prospective artist-teacher to specialize in one or more of the art fields at the same time as he is securing a broad cultural background in art and in general education. Our departmental program is guided by the philosophy that design, composition, drawing and understanding of structure are basic to the development of feeling, appreciation, creative expression and independent thought. A balanced professional art education is assured because the curriculum includes fine courses in education, English, music, science and social studies. Majors and minors in other fields may be secured by art students if they attend summer sessions. Well lighted studios and excellent equipment are provided by the college for creative expression in the basic art subjects.

Opportunities in Art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high-school graduates the opportunity to contribute a lifetime of service to their country.

The Art Department sponsors social and professional activities in fine and applied arts. The Jean R. McElhaney Award for Excellence in Fine Arts, established in 1932, is presented annually, to the junior or senior whose achievements in three different fields of art are outstanding. A loan fund for needy art students was begun in 1942 with a bequest of $500 from Miss McElhaney, Director of the Art Department from 1906 to 1927. The Kate Lacy Award for Outstanding Art Service to the college and the community, established in 1943 in memory of Miss Lacy, is awarded annually to a junior or senior. Delta Phi Honorary Art Fraternity was initiated in 1944 and will qualify for chapter membership in Delta Phi Delta, National Honorary Art Fraternity in 1946. A budget allocation in 1943 from the Student Cooperative Association for the purchase of a work of art by an artist in the Americas enriched

the Cultural Life Program of the college by enabling the art department to sponsor the nationally-known Annual Cooperative Art Exhibition and to begin building a valuable contemporary art collection. More than a hundred artists send pictures from all over the United States to the exhibition. The Cooperative Association also provides funds annually for a series of traveling exhibitions of the work of nationally-known artists and craftsmen. Other exhibitions include the work of the artist members of the community, the faculty and the students. The art service program by which students serve the art needs of the college prepares them to serve the art needs of the communities in which they shall later teach.

Admission to the Art Department is granted to a candidate after he has met the general entrance requirements of the college and the special requirements of the department. (Consult pages 30-32 for entrance and other requirements.) Fitness to pursue the art curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in the order of application. For this reason it is wise to apply early for personal interview and admission.

Student teaching, the foundation of Indiana's art curriculum, puts to work the theory and practice of art in relation to education. In the senior year student teaching and conferences give opportunity for varied practical experiences in the Laboratory and Demonstration School and in the public schools of Indiana. Eligibility requirements for student teaching are outlined on page 34 of this catalog. They include three years of college study and preparation during which the qualifications for Junior Standing have been demonstrated.

Graduation and the conferring of the degree depend upon the candidate's demonstration of his ability as an artist and educator and by his maintaining a grade average of "C" or better. Capability in supervision and teaching may be shown by success in student teaching and by participation in college art service activities.

The college maintains a placement bureau for the convenience of its graduates and the Art Department cooperates fully with the placement bureau by assisting graduates to obtain positions and experienced teachers to obtain advancement.

A student's expenses for a school year of thirty-six weeks amount to approximately $500.00. The budget for a semester includes:

Contingent fee (payable in two installments)	$ 63.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	33.00
	$250.00

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
Fundamentals of Speech	3	3
Drawing and Lettering.	8	4
English I	4	3
Health and Physical Education I	3	1
Modeling	4	2
Biological Science	4	3
Total	26	16

SECOND SEMESTER

	Clock Hours	Semester Hours
Design	6	3
English II	3	3
Media and Techniques	6	3
History of Civilization	4	4
Elementary Industrial Art	6	3
Health and Physical Education II	3	1
Total	28	17

THIRD SEMESTER

	Clock Hours	Semester Hours
American Government	3	3
Physical Science	4	3
English Literature	3	3
Color	4	2
Mechanical Drawing	6	3
Health and Physical Education III	3	1
Appreciation of Music	3	2
Total	26	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
General Psychology	3	3
Pottery	4	2
History and Appreciation of Art	5	5
American Literature	3	3
Interior Design	4	2
Health and Physical Education IV	3	1
Total	22	16

FIFTH SEMESTER

	Clock Hours	Semester Hours
Drawing & Composition	4	2
Principles of Economics or Sociology	3	3
Pictorial Expression and Illustration	4	2
Commercial Art and Reproduction	6	3
Crafts in Elementary Schools	4	2
U. S. History and History of Pennsylvania.	3	3
Health and Physical Education V.	3	1
Total	27	16

SIXTH SEMESTER

	Clock Hours	Semester Hours
Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Health and Physical Education VI	3	1
Art in Public Schools	4	3
Ethics	3	3
Total	28	16

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Advanced Design	6	3
Advanced Oil and Water Color Painting	4	2
Educational Psychology	3	3
Art Elective	3	3
Advanced Crafts	6	3
Visual Education	2	1
Total	24	15

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	15	12
Art Practicum	4	3
School Law	1	1
Total	20	16

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order of their difficulty in each field. Subjects in various fields are carried simultaneously in order to facilitate the artistic development of the student.

DESIGN AND COLOR

Design 3 cr.

Abstract, semiabstract and industrial design problems are executed chiefly in color with expressive and functional approaches.

Color 2 cr.

The color experiments of physicists, psychologists, and artists furnish basic material for practical and theoretical color study. The Munsell color theory is used to orient the course and other color theories are related to it. Exercises are used to develop an understanding of the elements and principles of design.

Advanced Design 3 cr.

Theoretical and experimental studies in organization of form and color are continued. Advanced problems in commercial and industrial design reveal art's place in the social order. The student has a chance in this course to specialize and do individual work.

Interior Design 2 cr.

Architectural, interior, and furniture design for living comprise the materials of this course.

Costume Design 2 cr.

Ability to design clothing for contemporary needs is developed through gaining a working knowledge of historical trends and an understanding of the better modern tendencies in costume.

Theatre Arts 3 cr.

Experience in creative interpretation of drama is gained through designing and producing costumes, scenery, and lighting for dramatic productions.

Commercial Art and Reproduction 3 cr.

The designing of projects related to publishing and advertising is used to develop critical judgment, technical skill, and aesthetic appreciation.

DRAWING, PAINTING AND ILLUSTRATION

Drawing and Lettering 4 cr.

Introduction to the fundamentals of pictorial design is made by drawing and composing forms with reference to line, volume. space, and texture relationships.

Mechanical Drawing 3 cr.

Development of a new understanding of form results from experiences in representing the construction of objects in terms of plan, elevations, and projections. Objectives include development of ability to visualize, stimulation of constructive imagination, experience in exact thinking and practice in the language of industry.

Media and Techniques 3 cr.

Composition of still life and landscape subjects in oil and water color introduces the student to painting as a means of creative expression.

Drawing and Composition 2 cr.

Further observation, expression, and analysis continue to develop the student's ability to solve for himself problems of pictorial composition. Compositions of landscapes, figures, and still life are examined critically.

Blackboard Drawing 1 cr.

Freedom of expression is developed by quick expressive drawing of human figures, animals, and objects singly and in composition.

Advanced Drawing and Painting 3 cr.

Psychological and emotional factors in pictorial structure are included in this study of painting from naturalism to abstractionism. Projects are executed from various modern points of view.

Pictorial Expression and Illustration 2 cr.

Illustration of poems, stories, and novels introduces the use of the various media of modern illustration. Constant reference is made to the work habits of great contemporary illustrators.

Advanced Oil or Water Color Painting 2 cr.

Still life, landscape, figure, portrait, and mural painting are treated from the viewpoint of significant form. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done.

Art Practicum 3 cr.

The advanced student may use this course for independent study and research in any art field elected for specialization. The work will be carried on under the supervision of an individual instructor or of a committee of the faculty as the best interests of the student require.

ART CRAFTS, MODELING, AND POTTERY

Elementary Industrial Art 3 cr.

Industrial materials and processes are studied because of their effect on art forms and their influence on social and economic life.

Modeling 2 cr.

Problems in modeling animals, figures, and heads both in relief and in the round are undertaken in this course. A study is also made of modeling and sculpture for expressive form.

Pottery 2 cr.

Consideration is given to the designing, building and firing of pottery forms with emphasis upon the coil method, the use of the potter's wheel and the mixing and application of glazes. Of equal importance is the stress on art quality, line, form, weight, color and texture as related to function.

Crafts in the Elementary School 2 cr.

Craft projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts 3 cr.

Design is basic in this practical course in metal-working in processes such as etching, saw piercing, riveting, soldering, bending, raising, and enameling. Problems are worked out in copper, brass, pewter, silver, and combinations of metals to make bracelets, rings, and brooches.

ART EDUCATION AND APPRECIATION

Appreciation of Art 2 cr.

The cultural significance of art is revealed by a summary of the divisions, techniques, principles and history of the fine and applied arts.

History of Art 3 cr.

Continuing the studies begun in Appreciation of Art this course completes a survey of the art heritage of the world.

Art in Public Schools 3 cr.

Consideration is given to recent educational trends and methods to a study of art curricula, and to the planning of art courses for various grade levels.

Student Teaching 12 cr.

Student teaching enables the prospective teacher to participate, during nine week periods, in the art activities of the primary, the intermediate, the junior and senior high levels of the public school. Emphasis is put on the experiences through which children develop creative power and discrimination simultaneously with knowledge, skill and appreciation.

ELECTIVE FOR ART STUDENTS

Graphic Arts 2 cr.

Etching, lithography, and photography are studied in this course as means of interpreting and expressing life.

REQUIRED COURSES FOR ART STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	Page		Page
Fundamentals of Speech	60	Ethics	51
English I	56	History of Civilization	84
English II	56	Principles of Economics	84
English Literature	56	Health Education I	69
American Literature	56	Health Education II	69
Place and Purpose of Education in the Social Order	50	Physical Science SD	79
		Biological Science SD	76
General Psychology	50	Appreciation of Music	133
Educational Measurements	51	Visual Education	51
School Law	50		

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR ART STUDENTS

Electives may be chosen from any of the other college fields.

*CORE COURSES

Appreciation of Art 2 cr.

The cultural significance of art is revealed by a summary of the divisions, techniques, principles and history of the fine and applied arts.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art I (Elementary Industrial Arts) 2 cr.

Opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products, enables the student to develop confidence in his own powers of expression.

* Courses required in the Elementary and Secondary Education Curricula.

Art II (Drawing, Design, and Color) 2 cr.

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory and Demonstration School, the relationships between personal art expression and the art activities of the elementary school.

REQUIRED COURSES IN ART FOR HOME ECONOMICS STUDENTS

Principles of Design I (Costume) 3 cr.

Creative experiences in design and color provide bases for consideration of personal costume problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II (Household) 2 cr.

Design and color, as they are applied in the home, are stressed through experiences in creation, in the selection and arrangement of manufactured products, and in the discussion of applications to actual teaching situations.

ELECTIVES IN ART FOR ELEMENTARY STUDENTS

Handicrafts 2 cr.

Manipulation of tools and materials in producing useful objects gives enjoyment for its own sake as well as a keener appreciation of manufactured articles. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grades.

* BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

ALBERT E. DRUMHELLER — CLINTON M. FILE
ETHEL L. FARRELL — E. J. MCLUCKIE
ROBERT FRANKLIN WEBB

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Practical Experience Requirements. Practical experience requirements are a vital and necessary part of the prospective teacher's preparation. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools

* This college is a member of the National Association of Business Teacher Training Institutions.

within convenient reach. To these teaching centers the students are sent for one full semester (18 weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

Explanation of the Curriculum. The Business Education Department offers a four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are marked by an asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail -selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

3. The Accounting Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

4. The Retail Selling Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

5. The Combination Program combines either the Stenographic and Accounting, the Stenographic and Retail Selling, or the Accounting and Retail Selling Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Electives in other departments of the College also may be carried with this program.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with any one of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

Those students whose standings average below "C" may not graduate or be certificated.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: English, Typewriting, Business Mathematics, Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in English, Typewriting, and Shorthand.

To continue in the Accounting Field a student must have a grade of "C" or better in Business Mathematics and Accounting.

To continue in the Retail Selling Field, a student must have a grade of "C" or better in English and speech.

It should be understood that those who fall below "B" standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more par-

ticular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrolment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. Those who can qualify and who desire to make application for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The entire school expense for a school year of 36 weeks will amount to about $470.00 for boarding students. This will cover board, room, laundry, books and department fees. The costs for one semester are itemized below. (Also see pages 36-39).

Contingent Fee (Payable in two installments)	$ 57.00
Housing Fee (Payable in two installments)	144.00
Activity Fee	10.00
Books, Equipment, etc. (approximately)	24.00
	$235.00

CURRICULUM IN BUSINESS EDUCATION

By Semesters (Hours per week & Semester hour credit)	Comp'e Program	Sten. Field	Acct'g. Field	Retail Selling Field
First				
Pl. & Pps. of Educ. in the Soc. Ord.	3— 3	3— 3	3— 3	3— 3
English I (Inc. Library Science)	4— 3	4— 3	4— 3	4— 3
Fundamentals of Speech	3— 3	3— 3	3— 3	3— 3
Health & Physical Education I	3— 1	3— 1	3— 1	3— 1
Business Mathematics I	3— 3	3— 3	3— 3	3— 3
Typewriting I	3— 1	3— 1	3— 1	3— 1
Business Writing	3— 1	3— 1	3— 1	3— 1
Second				
Economic Geography	3— 3	3— 3	3— 3	3— 3
English II	3— 3	3— 3	3— 3	3— 3
Health & Physical Education II	3— 1	3— 1	3— 1	3— 1
Business Mathematics II	3— 3	3— 3	3— 3	3— 3
Accounting I	5— 3	5— 3	5— 3	5— 3
Shorthand I	5— 3	5— 3	.....	.....
Typewriting II	3— 1	3— 1	3— 1	3— 1
Elective	.....	.....	3— 3	3— 3
Third				
English Literature	3— 3	3— 3	3— 3	3— 3
Health & Physical Education III	3— 1	3— 1	3— 1	3— 1
Business Organization & Finance	3— 3	3— 3	3— 3	3— 3
Accounting II	5— 3	.....	5— 3	5— 3
Shorthand II	5— 3	5— 3	.....	.....
Typewriting III	5— 2	5— 2	.....	.....
Elective	.....	3— 3	6— 6	6— 6
Fourth				
General Psychology	3— 3	3— 3	3— 3	3— 3
Health & Physical Education IV	3— 1	3— 1	3— 1	3— 1
Business Correspondence	3— 3	3— 3	3— 3	3— 3
Business Law I	3— 3	3— 3	3— 3	3— 3
Accounting III	3— 3	.....	3— 3	.....
Shorthand Applications	5— 3	5— 3	.....	.....
Typewriting Applications	5— 2	5— 2	.....	.....
Elective	.....	2— 2	3— 3	6— 6
Fifth				
Educational Psychology	3— 3	3— 3	3— 3	3— 3
Business Law II (Inc. School Law)	3— 3	3— 3	3— 3	3— 3
Accounting IV	3— 3	.....	3— 3	.....
Stenographic Office Practice	5— 3	5— 3	.....	.....
Sales & Retail Selling I	3— 3	3— 3	3— 3	3— 3
Clerical Practice	.....	.....	.....	5— 3
Elective	.....	5— 5	5— 5	4— 4
Sixth				
Economics I	3— 3	3— 3	3— 3	3— 3
Visual Education	2— 1	2— 1	2— 1	2— 1
Methods of Teaching Business Subjects	3— 3	3— 3	3— 3	3— 3
Educational Measurements	3— 3	3— 3	3— 3	3— 3
Secondary School Business Education	2— 2	2— 2	2— 2	2— 2
Clerical Practice	5— 3	5— 3	5— 3	.....
Retail Selling II (Advertising)	3— 3	.....	.....	3— 3
Seventh				
American Government	3— 3	3— 3	3— 3	3— 3
Hist. of U. S. inc. Hist. of Penna.	3— 3	3— 3	3— 3	3— 3
Biological Science	4— 3	4— 3	4— 3	4— 3
Economics II (Consumer Education)	3— 3	3— 3	3— 3	3— 3
Retail Selling III (Store Practice) (or)	12— 6	.....	.....	12— 6
Auditing	3— 3	.....	3— 3	.....
Elective	.....	5— 5	2— 2	.....
Eighth				
Student Teaching & Conferences	15—12	15—12	15—12	15—12
Curriculum Materials & Adaptation	4— 3	4— 3	4— 3	4— 3

REQUIRED COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Place and Purpose of Education in the Social Order 3 cr.

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education. Observation of teaching is included.

Fundamentals of Speech 3 cr.

See Fundamentals of Speech under English Department. Special consideration is given to the needs of students in the Business Education Department, with emphasis on the technique of shorthand dictation.

Business Mathematics I 3 cr.

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the fundamental business operations. A correlation is made with accounting.

Business Mathematics II 3 cr.

This course is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. It correlates with bookkeeping.

Business Writing 1 cr.

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Economic Geography 3 cr.

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching.

Accounting I 3 cr.

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the

modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting I 1 cr.

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II 1 cr.

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills. Transcription is included for stenographic students.

Business Organization and Finance 3 cr.

This course is designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence 3 cr.

The material deals with business forms—not with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches. It correlates with the major business fields.

Retail Selling I 3 cr.

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople, kinds of customers and how to serve them, customers' needs and why they buy, the sales process, methods of increasing sales volume, store merchandising plans, merchandise information, store organization, store systems. Personality studies are a part of this course.

Business Law I 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II (Including School Law) 3 cr.

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies

the principles of law to everyday life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school. Pennsylvania school law is included in this course.

Clerical Practice and Machines 3 cr.

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high school course for training office clerks and office-machine operators.

Method of Teaching Business Subjects 3 cr.

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Educational Measurements 3 cr.

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. in business courses. Actual test making, giving, checking, and evaluation, in cooperation with the student-teaching situation, is a part of this course.

Secondary School Business Education 2 cr.

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II 3 cr.

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied, and special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference 12 cr.

An extremely practical and actual experience is presented in teaching in the neighboring high schools especially organized for this work, with supervision by both the high school supervisors and the college faculty.

Curriculum Materials 3 cr.

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD

REQUIRED COURSES

Accounting II 3 cr.

The work of this course includes double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Accounting III 3 cr.

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference particularly to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Accounting IV 3 cr.

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the twofold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Auditing 3 cr.

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes on the typewriter constitutes a part of the activity.

Shorthand II 3 cr.

In this course, as in Shorthand I, emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications 3 cr.

This is a drill course designed to develop practical speed in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from dictated notes. For the development of skill in transcription this course is closely coordinated with Typewriting Applications.

Typewriting III 2 cr.

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so. forth; proof-readers' marks; copying from the longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Typewriting Applications 2 cr.

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matters including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

Stenographic Office Practice 3 cr.

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high school stenographic practice course so as to prepare the student to teach such a course in the public schools.

RETAIL SELLING FIELD

REQUIRED COURSES

Retail Selling II (Management) 3 cr.

This course embodies a more technical study of the learning units of Retailing I, and includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, credit management, and advertising.

Retailing III (Store Practice) 6 cr.

This is a practical course of cooperative part-time selling in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the College.

REQUIRED COURSES FOR BUSINESS EDUCATION STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	56	History of the United States	85
English II	56	General Psychology	50
Health Education I, II, III, IV	69, 70	Visual Education	51
English Literature	56	Principles of Economics	84
Biological Science SD	76	American Government	84
		Educational Psychology	50

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR BUSINESS EDUCATION STUDENTS

Electives may be chosen from any of the other college fields without extra cost to the student.

ELECTIVES IN BUSINESS EDUCATION FOR STUDENTS IN OTHER FIELDS

Any of the courses in Business Education are available to students in other departments, subject only to the meeting of essential prerequisites.

HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, *Director of Department*

KATHRYN DENNISTON
LAURA BELLE DUNCAN
ELIZABETH FINTER
MABEL A. HASTIE
LEOLA T. HAYES
HELEN C. MERRIMAN
MILDRED E. OMWAKE
ETHYL VERNA OXLEY
HELEN ROSE

Graduates from this department receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. It is also possible for them to offer a second field of specialization in which to be certified. The Bachelor of Science degree in Home Economics, which they receive is recognized for entrance to graduate courses by all the leading colleges and universities.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. Students who expect to specialize in homemaking will find it helpful to have taken chemistry, physics, and biological science in high school.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall. A one room or all-purpose homemaking laboratory and a modern well-equipped kitchen are of special interest.

Home Economics Cafeteria. The school lunchroom is located on the ground floor of Leonard Hall. The School Lunchroom Management class prepares and serves lunches five days each week to the pupils of the Laboratory School, the college faculty, and commuting students.

Home Management Houses. Two houses located on the campus provide for groups of six juniors to participate in home management based on family needs and expenditures. Under the guidance of the resident faculty adviser they care for a baby under one year of age and have an opportunity to observe his development.

The Nursery School. The nursery school emphasizes the physical, social, mental, and emotional development of the child from two to four years of age. It provides opportunities for students to observe, study, and assist with the care of young children.

Home and Employment Experiences. This part of teacher preparation is most vital. During summers and other vacations, students avail themselves of opportunities to apply college learning in natural situations to test the theory and their ability. Understandings become skills. They develop confidence, poise, and self assurance. Parents and faculty

members help the students to select those experiences which are needed or will prove most helpful and to evaluate the results and benefits of their work.

Home Economics Organizations. The Home Economics Club is a professional organization open to all members of the department upon application and payment of dues. Our club is affiliated with the Pennsylvania and American Home Economics Associations which help keep us informed of club activities of national importance. Throughout the year the students enjoy picnics, parties, and dances. The regular meetings provide interesting programs of professional value. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. A member of the faculty acts as club sponsor.

Kappa Omicron Phi is a national professional home economics sorority. It was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking. Outstanding students in the department are elected to membership in this organization.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching are given assistance by the Director when a change in position is desired.

Student Teaching. Student teaching in home economics is done in the junior and senior high schools of Indiana and Johnstown, and in the vocational home economics departments at Barnesboro, Blairsville, Claysville, Dayton, Elders Ridge, Latrobe, Portage, Punxsutawney, and Windber. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by supervising teachers in the respective schools and the teacher education staff of the college Home Economics Department.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $525. The costs for one semester are itemized below. (Also see pages 36-39).

Contingent Fee (payable in two installments)	$ 72.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	36.50
	$262.50

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Principles of Design I.	4	3
Clothing I	6	3
Textiles	4	2
Home Economics Education I	2	1
	26	16

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Health and Physical Education II	3	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II.	3	2
Physiology	4	3
	26	16

THIRD SEMESTER

English Literature	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Costume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music	3	2
Health and Physical Education III	3	1
	30	18

FOURTH SEMESTER

Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
History of U. S. including History of Pennsylvania	3	3
Health and Physical Education IV	3	1
	26	18

FIFTH SEMESTER

Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
Health and Physical Education V.	3	1
	28	17

SIXTH SEMESTER

Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management I	8	3
Electives	5	5
Health and Physical Education VI	3	1
	29	17

SEVENTH SEMESTER

Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

EIGHTH SEMESTER

Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
Visual Education	2	1
Electives	6	6
	18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I 3 cr.

A study of the quality and construction of ready-made clothing is made as an introduction into the selection of commercial patterns and the construction of garments. Students use the sewing machine extensively and may do some flat pattern designing. Cotton, wool and rayon fabrics are preferred.

Clothing II 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by draping on individual dress forms. Students demonstrate the more difficult constructive processing in sewing. Prerequisite: Clothing I.

Clothing III 2 cr.

Development of technical skill in garment construction with emphasis on ready-made versus hand-tailored coats and suits. Construction of a coat or suit. Wardrobe needs with emphasis on care, repair, renovating, and remodeling of clothing.

Textiles 2 cr.

Textile fibers, and the construction and finishing of cloth are studied from the standpoint of suitability, durability, cost and hygienic values to provide a background for the selection of clothing fabrics and household textiles.

CONSUMER EDUCATION

Consumer Education 3 cr.

Fundamental understanding of the individual as a consumer buyer, knowledge of the problems involved in buying, and difficulties encountered in solving them are emphasized. A program for the education of intelligent consumers of a post-war world is planned.

FAMILY AND CHILD

Family Relationships 2 cr.

Solutions are sought for problems of the modern American family such as family stability, preparation and responsibilities for successful marriage; the family's influence on personality development, attitudes, planes and standards of living; war marriages, when married women work, etc. Readings, discussions, and conferences are used in facing and solving these problems.

Child Development 2 cr.

The influence of heredity, and of pre-natal development and care is considered. The care of the mother and new born infant and the care and development of the child up to two years is studied. The home management house babies are observed.

Nursery School Child 2 cr.

An opportunity to study a pre-school child two to four years of age is afforded. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION

Foods I 3 cr.

The student is aided in understanding the principles underlying food preparation. Planning, wise selection, preparation, and serving meals to family groups on different economic levels is stressed.

Foods II 3 cr.

Food preservations, meat selection, and cookery and additional experience in planning, preparing and serving family meals and meals for special occasions is included. Recent experimentation and research indicating most approved methods of cooking are considered.

School Lunchroom Management I 3 cr.

Students gain experience in quantity cookery and in directing a school lunchroom. Good nutrition as well as the preparation and serving of tasty, attractive foods is emphasized. The educational possibilities and significance of the school cafeteria is stressed. Laboratory includes menu-making, marketing, accounting, management, food preparation, and service.

Nutrition 3 cr.

A study is made of the nutritive value of food and the essentials of an optimum diet. Application is made to nutritional requirements of the individual through childhood, adult life, pregnancy, lactation, old age, common nutritional deficiencies, and disorders at different economic levels. Prerequisities: Foods I, Chemistry, and Physiology.

HEALTH

Family Health 2 cr.

Good health habits are emphasized and an attempt is made to secure their practice. Safety and prevention and home care of various illnesses is included. Attention is given to understanding emotional

adjustment of returning service men and women. Laboratory covers home care of the sick.

HOME MANAGEMENT

Household Management I (Equipment) 4 cr.

The first work in home management gives an understanding of the scientific principles underlying the wise selection, operation and care of kitchen and laundry equipment. Comparative studies of the operation and efficiency of various kinds of household equipment and procedures in care of the house are emphasized.

Home Management II (Economics) .3 cr.

An understanding of the importance of the family in the economic situation and the financial problems of the individual and of the family, provide a basis for raising the plane of living in order to provide opportunity for a well-rounded and abundantly satisfying life for all members of the family.

Home Management III (House) 3 cr.

Managerial ability is emphasized and developed through residence in the home management house. Experience is afforded in the management of time, energy, and money; in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living are stressed. Prerequisites: Foods II and Home Management II (Economics). Corequisites or prerequisites: Child Development and Family Relationships.

RELATED ARTS

Principles of Design I (Costume) 3 cr.

See Page 97.

Principles of Design II (Household) 2 cr.

See Page 97.

Applied Design I (Costume) 2 cr.

This course includes the selection of clothing for different types of personalities; effective use of color, texture and pattern design in costume. Costume accessories are designed and made. Special attention is given to individual clothing problems. Prerequisites: Principles of Design I, II.

Applied Design II (Household) 3 cr.

A study is made of home architecture, simple landscaping, house planning, furniture selection and care, lighting, silver, glass, and china. The laboratory work includes trips to stores and homes, arrangement of furniture and flowers, and the construction and renovation of some

article which meets practical needs. Prerequisites: Principles of Design I and II, Clothing I.

PROFESSIONAL

Place and Purpose of Education in the Social Order (Home Economics) 1 cr.

The student has an opportunity to become acquainted with the broad scope of home living, contributions of leading home economists, literature in the field and professional possibilities for a person educated in home economics. An appreciation of teaching as a profession is developed.

Home Economics Education II 3 cr.

The techniques of the learning process are applied to the organization and administration of home economics. Effective methods of teaching, evaluation, use of visual aids, the study of textbooks, and money management are included. The work includes readings, discussions, and reports. Prerequisites: Place and Purpose of Education, Psychology.

Home Economics III 2 cr.

Emphasis is placed on the development of vocational and general education and the philosophy underlying home economics education. Problems relating to school, home and community experienced during student teaching form the basis for the study of pupil-teacher planning, teaching procedures, curriculum planning, home visits, home projects, and evaluation.

Student Teaching 8 cr.

Students have experience in teaching under selected teachers in general and vocational schools. Every effort is made for direct contacts with the lives of the pupils through the supervision of home projects and home visits. Prerequisites: Place and Purpose of Education in the Social Order, and Home Economics Education II. Corequisites: Home Economics Education III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

These courses are available for students in home economics who desire to broaden their education in a special field of home economics instead of carrying a minor in some academic field.

Art Needlework 1 cr.

The purpose is to develop an appreciation of decorative stitches and their place in modern sewing, an appreciation for individual personality touches on garments; and a desire to show personality in dress and home

surroundings. These principles are applied to personal and household articles.

Clothing IV 2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection of hats, and construction in remodeling them for different seasons are included.

Clothing V—Special Problems in Clothing 3 cr.

Various phases of clothing problems met by individual students in home, college, and teaching are solved. Prerequisites: Clothing I and II and the consent of the instructor.

Advanced Costume Design 3 cr.

Emphasis is placed on the development of originality and individuality in designing costumes. The course is based on special needs and interests of students and meets the needs of teachers wishing to acquire a knowledge of the recent developments in this field. Prerequisites: Clothing I, Applied Design I, and the consent of the instructor.

Conservation of Natural Resources—Food Supplies 3 cr.

The problems in the present emergency are met. A study is made of the market conditions and recent legislation affecting food supply. Practical problems in meeting local nutritional needs are presented. Methods of food preservation are taught.

Diet in Disease (Diet Therapy) 3 cr.

Special study of individual diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. Planned for students desiring advanced nutritional study. Prerequisites: Foods 1, Nutrition, Chemistry, Physiology.

Special Problems in Foods 3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

First Aid 2 cr.

(See Health Education Department)

Clinic in Home Economics Education 3 cr.

The various areas needed for adequate preparation for everyday living in the home and the community are considered. The philosophy

underlying learning, curriculum planning and effective teaching is studied and applied to specific situations.

Home Economics Education IV 2 cr.

The educational significance of social and economic changes and recent developments in the teaching of homemaking to out-of-school youth and adults are considered. Attention is given to organization, administration, program planning, and teaching procedures applicable to part-time or evening classes.

Nutrition Education (Canteen) 1 cr.

Open to all college students. The fundamentals of foods and nutrition are studied and applied to everyday nutritional problems. Requirements of the Red Cross Nutrition and Canteen Corps are met. Standard Nutrition and Volunteer Special Service Canteen Certificates issued by the Red Cross entitles the holder to participate in volunteer emergency canteen work.

School Lunchroom Management II
Organization and Administration 3 cr.

This course includes problems of administration in various types of educational institutions; management of personnel, labor, food, equipment, and supplies; record keeping, professional standards and ethics; practice in supervision of food service.

REQUIRED COURSES IN OTHER FIELDS FOR HOME ECONOMICS STUDENTS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	56	Health Education	69
English II	56	Visual Education	51
English Literature	56	Inorganic Chemistry I-H	82
Place and Purpose of Education	50	Organic Chemistry H	82
General Psychology	50	Physiological Chemistry H	82
Educational Psychology	50	Physiology H	82
Principles of Economics	84	Bacteriology	83
Principles of Sociology	85	United States History Before 1865	86
American Government	84		
Appreciation of Music	133		

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES FOR HOME ECONOMICS STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

ELECTIVES IN HOME ECONOMICS FOR ELEMENTARY EDUCATION STUDENTS

Education For Family Living (Home Economics Education V) 3 cr.

All phases of home living which contribute to various school activities or enrich and better the lives of children are emphasized. The needs of each member of the class as an individual or teacher are met. Laboratory, discussion, and reference work.

ELECTIVES IN HOME ECONOMICS FOR STUDENTS IN OTHER FIELDS

Any of the courses in Home Economics may be taken by qualified students in other departments. If you live in a home, eat food, wear clothing, or expect to have a home of your own you will want to elect as many of these courses as possible. Education for Family Living is most comprehensive for busy people.

MUSIC EDUCATION DEPARTMENT

IRVING CHEYETTE, *Director of Department*

LOLA A. BEELAR
AAGOT M. K. BORGE
ROBERT W. BURGGRAF
THOMAS S. CANNING
CATHERINE C. CARL
GLADYS DUNKELBERGER
THOMAS J. HUGHES
MARY HELENA MULDOWNEY
PEARL R. REED
LAURA M. REMSBERG
LAWRENCE C. STITT

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public school music teachers and supervisors.

Requirements for Admission. Applicants for entrance to the Music Education Department must meet the general requirements for admission as given on pages 30-32 of this catalogue.

In addition, the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.

2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.

3. Musical scholarship as a result of private study or a successful public school music experience.

4. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performing skill.

The personal interview for music students is given by the Director of the department. This interview has proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. It is advisable for the prospective student to make application for admission to the Registrar of the College and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $535. The costs for one semester are itemized below. (Also see pages 36-39).

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Housing Fee	144.00
Books, music supplies, instrumental rental, etc.	23.50
Activity Fee	10.00
	$267.50

The statement on Private Instruction Fees found under Fees, page 37, does not apply to the students enroled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrolment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Laboratory and Demonstration School and the borough schools during their freshman year. These observations are designed to teach technics while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the Laboratory and Demonstration School and the borough schools during the sophomore and junior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student teaching assignments are made so that each student may have experience in teaching a period of 18 weeks in the elementary

grades and a period of 18 weeks in the junior and senior high schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

The student-teaching program at Indiana is the most complete program to be found in the State, and includes the teaching of the following aspects of Music Education:

Elementary School. Vocal literature, beginning instrumental instruction, beginning band and orchestra, preparatory instruments such as tonette, etc., rhythm band, eurythmics, music appreciation, class piano, music in the integrated activity program, original operetta production, creative music and dance.

Junior High School. Boys' glee club, girls' glee club, mixed chorus, general music classes, band and orchestra, chamber music, operetta production.

Senior High School. Boys' glee club, girls' glee club, mixed chorus, band and orchestra, harmony and music history, baton and flag twirling, marching band maneuvers, class voice instruction, advanced instrumental instruction.

This program of student teaching experiences provides a rich background which well equips our students to take their places in the field of Music Education.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Place and Purpose of Education	3	3
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
*Private Study	9	3
Health and Physical Education I	3	1
	28	17

SECOND SEMESTER

	Clock Hours	Semester Hours
English II.	3	3
Fundamentals of Speech	3	3
Harmony II.	3	3
Solfeggio II	3	2
Ear Training II	3	2
Private Study	9	3
Health and Physical Education II	3	1
	27	17

THIRD SEMESTER

History of Civilization	4	4
Harmony III	2	2
Solfeggio III	3	2
Ear Training III	3	2
Health and Physical Education III (Eurythmics I)	3	1
Private Study	9	3
Appreciation of Art	3	2
	27	16

FOURTH SEMESTER

Literature (English or American)	3	3
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials I	4	3
Health and Physical Education IV (Eurythmics II)	3	1
Private Study	9	3
History of U. S. including History of Pennsylvania	3	3
	26	17

FIFTH SEMESTER

General Psychology	3	3
Harmony V.	2	2
Advanced Choral Conducting	3	3
Methods and Materials II.	4	3
Private Study	9	3
History and Appreciation of Music I	3	3
Health and Physical Education V.	3	1
	27	18

SIXTH SEMESTER

Educational Psychology	3	3
Harmony VI	2	2
Advanced Instrumental Conducting	3	3
Private Study	8	2
History and Appreciation of Music II	3	3
Methods and Materials III	4	3
Health and Physical Education VI	3	1
	26	17

SEVENTH SEMESTER

Physical Science	4	3
Student Teaching and Conferences	8	6
Private Study	6	2
American Government	3	3
	21	14

EIGHTH SEMESTER

Educational Measurements	2	2
Student Teaching and Conferences	7	6
Private Study	6	2
Electives	5	5
	20	15

* Private Study includes Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments, Chorus, Orchestra and Band. Work arranged for greatest benefit to students.

REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee. (See page 37).

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, mental, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and coordination. Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technic, sight-reading ability, fundamentals of touch, correct interpretation, accompanying of vocalists and instrumentalists are all emphasized.

Organ Instruction. Basic and advanced technic in organ performance. A practice organ is available in the department. A three-manual pipe organ will be installed in the college auditorium upon the conclusion of the war. A Hammond Electric Organ is part of the College equipment. Prerequisites: satisfactory piano performance comparable to requirements for graduation in piano.

String Instruction embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are coordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). Artistry in vocal performance is stressed. Methodology emphasizes the ability to listen intelligently, give constructive criticism, master vocal terminology related to experience, develop poise in stage and classroom deportment, foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). Includes an analysis of the technics of class instruction in voice; study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets, and larger groups. Opportunity is provided for appearances in school and community recitals, and in radio broadcasts.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Class Piano Instruction (For Beginners) Is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble aims to acquaint advanced students with literature for solo performance and for four hands or more, including two-piano compositions, symphonies, and overtures. Opportunities are provided for appearances in public recitals in school, community, and radio broadcasts. A survey of class piano methods is included.

Class Violin Instruction (For Beginners) is a practical introduction to the technical problems involved in the performance of stringed instruments.

String Ensemble Instruction (For Advanced Performers) provides a study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the studying of graded literature. Opportunities are provided for public appearances in school and community recitals, and in radio broadcasts.

String Class Instruction has the prerequisite of at least one year of violin instruction. Students rotate in the study of the remaining string instruments including viola, cello, and bass. A study is made of technical problems, materials, class organization, and procedure.

Beginning Orchestra is required for all freshmen. It provides opportunity for becoming familiar with several orchestral instruments through the song approach as well as with orchestral routine. Students work with instruments other than those already played.

Woodwind Class Instruction (For Beginners) includes the study of the clarinet for at least one year. During the third semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet, and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners) includes the study of the cornet or trombone for at least one semester. During the second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone, and tuba.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities for public performance are provided.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. This course is required for juniors and seniors in the Music Curriculum. It is elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Men's Glee Club. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. Membership is required of all men in the music department and is open to all other men in the college who enjoy singing.

Women's Chorus is required of all women in the Music Department and is open to all other women in the College who enjoy singing.

Junior Choir is required of underclassmen in the Music Department and is elective for students in other departments. This organization will provide a major portion of the musical services for Sunday vespers.

College Symphony Orchestra performs a repertoire of classic, romantic and contemporary composers. The orchestra contributes to the cultural life of the College and community by concerts and broadcasts. Membership is open to any student in the College who can perform the music. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization. The Orchestra also serves as a laboratory for surveying materials for senior high school and college peformance.

College Marching Band. This organization is open to all men in the college who can perform the music. It is uniformed in the colors of the school. Appearances are made at all local college football games community parades, and at least one trip is made away with the football team. Members of the band study marching tactics and trick field maneuvers.

College Concert Band is open to all students, who can perform proficiently on their instruments. Appearances are made frequently both in the College and community, as well as for broadcasts. The literature studied includes both transcriptions for symphonic band and works written especially for the band. This organization also serves as a laboratory group to survey available literature for Class A, B, and C as published for senior-high school bands.

PERFORMANCE REQUIREMENTS FOR GRADUATION

Before candidates for a diploma are granted their degree they must establish to the satisfaction of the music faculty their fitness as musicians as well as educators. At any time during their course of studies they may take an examination to demonstrate proficiency in the following performance requirements.

Voice. Students must be able to sing acceptably music from the madrigal school to the modern composers.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study; play an accompaniment to a song, an instrumental solo and accompaniments from the music-text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key; and transpose a simple folk song to any key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performance in the National Contest list; perform

with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments, embouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer their media for solo performance in place of an orchestral instrument.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the applied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

FESTIVAL-CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the college and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, cooperative festival programs, union church services of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The department broadcasts a Music Appreciation Series over Radio Station WDAD, Indiana.

AMERICAN MUSIC ACHIEVEMENT TROPHY

The Music Education Department holds the unique distinction of having been awarded the American Music Achievement Trophy by the American Musical Arts Foundation. This award was made after the Foundation had conducted a survey of the work of more than 300 American Colleges and Universities. The Trophy was given to Indiana for having made the greatest contribution to the cause of American music during the year 1940-41.

The Indiana Spring Music Festival each year brings to the campus a great American composer-performer to play his own and other compositions with the College Symphony, Chorus, and Band. To date such eminent composers as Percy Grainger, John Powell, Charles Wakefield Cadman, Roy Harris, and Erik Leidzen have honored the College with their presence in these Festival-Clinics.

Additional Festivals are prepared for Christmas and Easter by the College Choral Organizations. The College Concert Band and Symphony Orchestra present several concerts featuring soloists and ensembles in addition to the regular programs.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

THEORY OF MUSIC

Harmony I 3 cr.

This course is devoted to the study of the four types of triads, intervals, keys, scales, cadences, seventh chords, four-part writing, and the harmonization of melodies. The procedure is from the standpoint of ear, eye and keyboard.

Harmony II 3 cr.

A continuation of Harmony I, it includes the addition of modal scales, key relationships, modulation, and altered chords. Chorale harmonization with emphasis on style is stressed.

Harmony III (Counterpoint) 2 cr.

Eighteenth century counterpoint, and harmonic counterpoint in two, three and four voices are studied. Analysis and creative use of acquired materials are stressed.

Harmony IV (Keyboard Harmony) 2 cr.

Harmonization at the keyboard of folk songs, school and community songs, transposition, and improvisation are included. The aim of the course is the acquisition of an ability to accompany group singing without recourse to printed music.

Harmony V (Musical Analysis) 2 cr.

The smaller units of structure, the song-forms, rondo, sonatina and the sonata-allegro forms, are analyzed from an harmonic, key and formal angle. Composition in the smaller forms is included.

Harmony VI 2 cr.

Musical setting of texts for solo voices and for choral groups; composition in various forms for solo instruments and instrumental ensembles are stressed.

Solfeggio I 2 cr.

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups.

Solfeggio II 2 cr.

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III 2 cr.

Development of the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, independent singing including quartet singing with particular attention to distinctness and naturalness of pronunciation is expected. Special stress is laid on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I 2 cr.

Taking up the study of tone and rhythm, students are required to gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II 2 cr.

This is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Utilizing the simpler harmonic progressions encountered in Harmony I and II, chord dictation is begun.

Ear Training III 2 cr.

This training is devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I 1 cr.

A systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses is promoted. It endeavors to unify physiological, social, and musical factors through coordinated rhythmic activity.

Eurythmics II 1 cr.

In addition to being able to express increasingly difficult rhythms and forms, the student now learns through this course to direct others in the various activities, improvises on drum and piano, and organizes the work learned to fit in with the needs and capacities of children to be taught later.

THEORY OF TEACHING AND SUPERVISION

Place and Purpose of Education in the Social Order 3 cr.

This is an orientation course in Education which includes an analysis of factors involved in the educative process, the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the fine arts, and the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3) 3 cr.

A comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades is made. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II (Grades 4, 5, 6) 3 cr.

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School) 3 cr.

This study involves an analysis of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Elementary Conducting 2 cr.

Instruction acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simple songs and elementary instrumental materials are used in the study and practice of conducting, and an intensive study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting 3 cr.

Further instruction builds skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high school and college instrumental groups; study of individual instrument technics, phrasing, bowing, intonation, and ensemble. Prerequisite: Elementary Conducting.

Advanced Choral Conducting 3 cr.

This course places special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

History and Appreciation of Music I 3 cr.

Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life. Units of instruction for high school are constructed.

History and Appreciation of Music II 3 cr.

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth-century opera; and modern trends of the twentieth century.

Student Teaching and Conferences 12 cr.

All student teaching is done under the careful personal supervision of critic teachers. (See pages 120-121).

ELECTIVES FOR MUSIC STUDENTS

Orchestration for School Bands and Orchestra 3 cr.

Rudiments of scoring for small and large ensembles are studied including transpositions; cross-cuing; scoring for strings; woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials 3 cr.

Surveys the newest texts in the teaching of instrumental music are made; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, and organization problems.

These courses are available for those music students who desire to broaden their musical preparation.

SUMMER SESSION COURSES IN MUSIC EDUCATION

Music in the Integrated Program 3 cr.

Newer techniques in cooperative curriculum building in the elementary grades are studied. The class is organized as workshop committees of music supervisors and grade teachers to construct units of instruction in areas of social significance.

REQUIRED COURSES IN OTHER FIELDS FOR MUSIC STUDENTS

Several courses in other departments are required for graduation in the Music Curriculum. Following is a list of these courses with the page number where description may be found:

	Page		Page
English I	56	Educational Measurements	51
English II	56	History of Civilization	84
Fundamentals of Speech	60	U. S. History Before 1865	86
English Literature	56	American Government	84
General Psychology	50	Health Education	69
Educational Psychology	50	Physical Science SD	79
		Appreciation of Art	96

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

*CORE COURSE

Appreciation of Music 2 cr.

This course is designed to meet the cultural needs of the average music lover, to provide a wider understanding of music as an art and as an integral part of modern life, and to offer opportunity to become intimately acquainted with a variety of great music. Special emphasis will be given to the human values of music and its correlation with art, literature, and geography.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Music I 2 cr.

The fundamentals of music notation and music reading, correct use of the singing voice, and the gaining of a repertory of assembly and rote song material are covered.

Music II 2 cr.

Methods of teaching designed to train the elementary teacher in the development and care of the child voice, to present technics of teaching appropriate to the lower grades, and to enlarge the repertory of suitable music materials are included.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

---

*Course required in the Elementary and Secondary Education Curricula.

ENROLMENT

COLLEGE ENROLMENT BY CURRICULA

First Semester 1945-1946

	Male	Female	Total	Total by Curricula
Elementary Curriculum:				
1st year	0	63	63	
2nd year	1	37	38	
3rd year	0	18	18	
4th year	0	29	29	
			—	148
Secondary Curriculum:				
1st year	14	50	64	
2nd year	5	30	35	
3rd year	3	13	16	
4th year	3	12	15	
			—	130
Art Curriculum:				
1st year	2	20	22	
2nd year	2	13	15	
3rd year	0	8	8	
4th year	3	6	9	
			—	54
Business Curriculum:				
1st year	7	70	77	
2nd year	3	26	29	
3rd year	2	13	15	
4th year	3	32	35	
			—	156
Home Economics Curriculum:				
1st year	0	93	93	
2nd year	0	32	32	
3rd year	0	22	22	
4th year	0	37	37	
			—	184
Music Curriculum:				
1st year	23	44	67	
2nd year	5	24	29	
3rd year	1	12	13	
4th year	0	20	20	
			—	129
Totals	77	724	801	801

COLLEGE ENROLMENT BY COUNTIES

County	Total	County	Total
Adams	3	Indiana	149
Allegheny	114	Jefferson	20
Armstrong	37	Lackawanna	1
Beaver	17	Lancaster	6
Bedford	6	Lawrence	8
Berks	2	Lebanon	1
Blair	27	Lycoming	1
Butler	20	McKean	10
Cambria	86	Mercer	6
Cameron	1	Mifflin	1
Carbon	1	Montgomery	1
Center	3	Northampton	1
Clarion	12	Perry	2
Clearfield	19	Philadelphia	1
Clinton	1	Potter	1
Crawford	12	Schuylkill	2
Cumberland	1	Somerset	22
Dauphin	7	Venango	10
Delaware	1	Warren	8
Elk	9	Washington	17
Erie	11	Westmoreland	87
Fayette	29	York	8
Franklin	5		
Fulton	1	Total Pa. Students	795
Greene	5	Out-of-State	6
Huntingdon	2		
		Total	**801**

First Semester 1945-1946

College Enrolment—full-time students	801
Cadet Nurses—full-time students	128
Part-time Students:	
Saturday Campus Classes	59
Extension Classes	95
Total College Enrolment	1083
Enrolment in Campus Laboratory School	385
Enrolment Summer Sessions 1945:	
Pre-Session	205
Regular Session	324
Post-Session	147

INDEX

A

Accrediting Agencies ---------- 14
Administrative Organization -- 5
Admission, Requirements for -- 30
Advanced Standing ---------- 32
Advisory System ---------- 23
Alumni ---------- 24
Alumni Association ---------- 24
Art Department, Courses in--- 90

B

Baggage ---------- 19
Bills, How to Pay ---------- 39
Board of Trustees ---------- 4
Boarding Students ---------- 19
Book Store ---------- 25
Broadcasts ---------- 62, 127
Buildings ---------- 16
Bureau of Teacher Education and Certification ---------- 4
Business Education Department, Courses in ---------- 98

C

Calendar ---------- 3
Campus ---------- 15
Campus Classes ---------- 29
Certificate, Provisional College 35
Certificate, State Standard Limited ---------- 35
Certification, Requirements for 35
Class Organizations ---------- 28
Clinics ---------- 5
Commencement Exercises ----- 24
College Lodge ---------- 17
Co-operative Association ----- 25
Cooperative Supervising Teachers ---------- 11
Correspondence Work -------- 32
Counselor, Veterans ---------- 2
Courses—See Departments and Divisions

D

Day Students ---------- 22
Departmental Groups, Student Organizations ---------- 25
Deposits ---------- 18
Directors of Divisions -------- 5
Directors of Special Departments ---------- 5
Dormitory Life ---------- 21

E

Earning Expenses ---------- 23
Education, Courses in -------- 50
Electrical Apparatus ---------- 20
Elementary Education, Division of ---------- 42
Elementary Education, Required Courses ---------- 52
Employment Bureau ---------- 23
English, Courses in ---------- 55
Enrolment:
College, by Counties --------135
College by Curricula -------134
Laboratory School ---------135
Entrance Tests ---------- 30
Extension Classes ---------- 29

F

Faculty ---------- 6
Fees:
Activity ---------- 37
Contingent ---------- 36
Contingent, Out-of-State Students ---------- 37
Damage ---------- 38
Degree ---------- 38
Housing ---------- 37
Infirmary ---------- 38
Late Registration ---------- 37
Music Students ---------- 37
Special:
Transcript ---------- 38
Fraternities:
Honorary ---------- 28
Educational ---------- 28
Foreign Languages, Courses in 63
French, Courses in ---------- 64
Freshman Dormitory ---------- 18

G

General Information ---------- 18
Geography, Courses in ------- 66
Grade Reports ---------- 23
Grades and Quality Points---- 33
Graduates 2 and 3 year ------ 34

INDEX — (Continued)

Graduation, Requirements for _ 34
Guests of Boarding Students__ 21

H

Handbook ---------- 19
Heads of Departments -------- 5
Health and Physical Education, Courses in ---------- 69
Health Requirements -------- 31
History of the College ------- 15
Home Economics Department, Courses in ----------109

I

Infirmary ---------- 20
Infirmary Fee ---------- 38

J

Junior Standing ---------- 33

K

L

Laundry ---------- 20
Library Hours ---------- 19
Loan Fund ---------- 23
Location of the College ------ 15

M

Mathematics, Courses in ------ 73
Music Education Department, Courses in ----------119
Music Organizations ---------125
Music Trophy ----------127

N

New Students ---------- 18

O

Organizations, Students ------ 25
Departmental Groups ------ 26
Fraternities ---------- 28
Religious ---------- 25
Sororities ---------- 28
Student Participation in Government ---------- 25

P

Pay Bills, How to ---------- 39
Payment, Time of ---------- 39
Personal Interview ---------- 32
Placement Service ---------- 24
Psycho-Educational Bureau --- 54

Q

Quality Points ---------- 33

R

Radio, Classes in ---------- 62
Repayments ---------- 39
Registration Day ---------- 19
Religious Organizations ------ 25
Requirements for:
Admission ---------- 30
Advanced Standing -------- 32
Certification ---------- 35
Graduation ---------- 34
Junior Standing ---------- 33
Scholarship ---------- 33
Student Teaching ---------- 34
Room Assignments:
Former Students ---------- 20
New Students ---------- 18

S

Saturday Campus Classes ---- 29
Scholarships ---------- 22
Scholastic Requirements ------ 33
School Government Student Participation in ---------- 25
Science, Courses in ---------- 76
Secondary Certification ------ 45
Secondary Education, Division of ---------- 45
Secondary Education, Elective and Required Courses ------ 47
Self Help ---------- 23
Spanish, Courses in ---------- 63
Speech Clinic ---------- 61
Speech, Courses in ---------- 59
Social Studies, Courses in ---- 84
Sororities ---------- 28
State Council of Education -- 4
State Scholarships ---------- 22

INDEX—(Continued)

State Standard Limited Certificate ---------- 35
Student Co-operative Association ---------- 25
Student Council ---------- 25
Student Employment Bureau-- 23
Student Organizations ------- 25
Student Supplies ---------- 18
Student Teaching, Eligibility for ---------- 34
Summer Sessions ---------- 29

T

Transcript Fee ---------- 38
Transfer of Credit ---------- 32
Transportation Facilities ---- 15
Trustees, Board of ---------- 4

U

V

Vacation Charges ---------- 19
Veterans ---------- 2
Visits Home ---------- 22

W

Work ---------- 23

X

Y

Y. M. C. A. ---------- 26
Y. W. C. A. ---------- 26

Location of Indiana State Teachers College